

THE
MASSACHUSETTS TEACHER,
AND
JOURNAL OF HOME AND SCHOOL EDUCATION.

SEPTEMBER, 1856.

TWENTY-SEVENTH ANNIVERSARY OF THE
AMERICAN INSTITUTE OF INSTRUCTION.

AT SPRINGFIELD, TUESDAY, AUGUST 19.

[Reported for "The Teacher" by H. E. Rockwell.]

THE American Institute of Instruction commenced its annual sessions at the city hall in this city on Tuesday. The members came together at half-past eleven in the morning, for the purpose of organization, but in number so few that, after choosing N. E. Holland of Barre as temporary secretary, an adjournment was made to half past two in the afternoon. At that hour, when about two hundred persons were in the hall, the Institute was called to order by its president, JOHN KINGSBURY of Providence; and Rev. Dr. Osgood of Springfield opened the session with prayer.

The President then gave way to Mayor PHELPS, who said he had been requested to express the gratification of the city government with the acceptance by the Institute, of the invitation to hold its annual meeting this year in Springfield. In accordance with that request, he welcomed the ladies and gentlemen before him, and cordially welcomed them also in behalf of the citizens. The subject which had called them together was one of vital importance. This country is indebted to education for the choicest blessings it possesses. The Pilgrim Fathers were early impressed with the importance of this subject. As early as 1636, the General Court of Massachusetts Bay appropriated four hundred pounds for the establish-

ment of a college, and this, with the bequest of John Harvard, founded Harvard College. Language cannot adequately describe the influence which this single institution has had upon the destinies of this country. In this connection the Mayor complimented president Walker, who, being present, was to take part in the exercises of the occasion. The interest (he continued) thus early manifested, has been kept alive by the descendants of those men. In this city he believed that the descendants of Pynchon, Smith, Burt, and others, contemporaries of Winthrop, were no more insensible to the claims of the subject of education than were those men. He closed by a repetition of the welcome he was delegated to tender them.

The President, in reply, said that it was with pleasure that the Institute accepted the invitation to meet in this city. We knew of your city, and appreciated its attractions, and I here hoped to meet the man who first presided over the deliberations of this Institute, — presided over it at a time, too, when it was young, and could not bring him honor. I allude to the Hon. Wm. B. Calhoun. He then alluded to the circumstances under which the Institute was formed, preliminarily reviewing the early history of education, — its low estate and its struggles and slow developments, amid the political struggles of the country. The comparative peace of the last fifty years, however, has left us at liberty to think of these things, and to act upon them. The press, and particularly that portion of it devoted to education, had done much. In 1826, William Russell established the first educational journal. His journal and its successors have accomplished great things, and form the best consecutive history of education in this country extant. This Institute was formed twenty-seven years ago. It has not been its policy to advance one field of education at the expense of others. It has been general and universal in its aim and policy. Few of the earlier members are here to-day. These are new faces, and this assembly can but poorly appreciate the changes that have occurred in our educational systems since that day. What we know and see now, was what they then hardly dared to hope for. The history of these twenty-seven years would be very instructive to us, and such a one, he was happy to announce, was in process of preparation. The president then recounted some of the systems that had risen and died during this period. Twenty-seven years ago the monitorial system was in vogue. Bell published this system, and it was taken up by Lancaster, who, in visiting this country, gave an impulse to education which is felt for good to the present time. Public sentiment then ran to a very high point on

this subject. Those times have gone by, the system has been dropped, but Bell and Lancaster are not to be mentioned with a sneer. We are in the enjoyment still of many blessings which they conferred. Infant schools came next. Of these, the speaker gave a history, and recalled the extravagant expectations raised concerning them. They have been exploded, but their blessings have not been lost. Their philosophical modes of instructing children have been carried into all our schools. These were followed by the Gymnasium or German High School. Oral instruction then came, but this overlooked the important principle, that education, to meet its highest end, requires a pupil to master his subject by effort. The teacher may add to, and explain, and should do it. But too much simplification is one of the errors of the age. We simplify too much, and leave too little for the pupil. These varied experiments have passed away, some leaving no trace; others having added their mite to the general wealth. In this period, school architecture, school libraries, and female education have been born. Thirty years ago, a man who undertook to introduce the higher English branches into female schools was regarded as a visionary. How different the position of the teacher now and formerly. In the matter of wages, the speaker stated that for the first school he ever taught he received a compensation of only eight dollars a month. But it was easier to teach school then than now. There was no wading through huge volumes then, and no entering into abstruse speculations. All was simple and direct. We now need a master mind, like that of Bacon, who can solve our difficulties, and, in a few plain maxims, settle forever the distractions in which the present teacher is involved.

At the close of the President's remarks, a recess of an hour was taken for social intercourse.

Mr. BARNARD of Connecticut then called out WILLIAM B. CALHOUN of this city, as the first President of the Institute. That gentleman, in responding, expressed the pleasure he felt in being present, and congratulated the President on the prospects of the Institute. He alluded to the services of the Institute in the cause of education, to its history, and the discouragements which attended its formation. He traced the development of the educational interest through the Board of Education and Normal Schools, and declared education to be the great, the leading interest of New England. The proper exports of New England are educated men, and so long as they continue to be, the influence of New England upon the country must be immense.

Mr. COOKE, President of the Knoxville (Tenn.) University, was next called upon. He expressed his high appreciation of the objects of the Institute, and spoke of the contrast between the methodical system of education pursued in New England, and that of his adopted State. But this contrast was the result not of the fault of Tennessee, but of her misfortune. The population was too sparse there for common schools.

Mr. RICHARDS, a teacher from Washington, D. C., recounted the difficulties attending public education there. Much has been done there towards the education of the masses. There were some excellent public schools, — schools that will not suffer in comparison with any public schools in our land. They owned no school-houses, however. One of them is taught in the old stable of President Jefferson, and the other three in the damp basements of churches. Twenty-three thousand dollars is all that Congress will appropriate for them, and they had the children of 48,000 white people to educate with this money. At least one half of the children are unprovided for. We are told by Congress that we must help ourselves; but we are a peculiar people. The Government owns the property, there is little that is taxable, and many of the population are in the employment of the Government, and so are temporary residents, who use up their salaries on their necessary expenses. A project is on foot to ask Congress to give a sum equal to what the citizens will raise.

Mr. STEWART of Nova Scotia, connected with a college there, told of the low condition of education in that province and of the efforts making to institute a new order of things.

COMMITTEES APPOINTED.

On Nomination of Officers. — Prof. S. S. Greene, S. W. King, A. Perry, N. Hedges, and Joseph Hall.

On Delegates. — Mr. Gay of Charlestown, Mr. Richards of D. C., Mr. Stewart of Rhode Island.

On Teachers and Teachers' Places. — Messrs. Gammell of Rhode Island, Mansfield of Massachusetts, and Stewart of Nova Scotia.

TUESDAY EVENING.

Notwithstanding the falling rain and the muddy condition of the streets, this evening, there was a very full attendance of members of the Institute and citizens of Springfield, to listen to the Introductory Lecture by Rev. James Walker, D. D., President of Harvard College.

PRESIDENT WALKER'S REMARKS.

President Walker, on being introduced, said: Ladies and Gentlemen of the American Institute of Instruction, allow me to begin by congratulating you on the opening of the Twenty-seventh Annual Meeting of this Association. Some of us can go back in our recollections to the time when the condition of what is called the common school system of New England was perhaps at its lowest ebb. We can remember "the village school as it was," when no care was taken to ascertain the competency of the teacher, when there was no thought or pride about the building, the text-books, or other apparatus for instruction, when the legislature was silent, and, worst of all, the people content. What a change for the better has been effected within the last thirty or forty years; and it is but justice to say that much of this change is due to the teachers themselves. I do not forget the liberality of some of the wealthy friends of popular education; I do not forget that the people and the legislatures have awoke at length to their duty on this subject, and that they have been singularly wise in most of their measures and appointments. Still I insist that the change in public opinion, out of which all this has grown, may be traced, in no small measure, to this Society.

Another instructive lesson to be gathered from this reform is, that it illustrates the benefits of our free political institutions. In eulogizing civil liberty, we should never lose sight of the fact, that great as this blessing is, it is not so much a positive as a negative blessing. Because a people act freely, it does not follow that they act wisely; but it does follow that there is nothing to hinder it, except their own want of knowledge or virtue; it does follow that they will act wisely if they are wise. In other countries the control of education is in the hands of men whose interests are not the same with those of the people. Accordingly, it is not enough to convince them that the change proposed is for the good of the people; they must also be sure that it will not endanger the existing order of things. But under a political constitution like ours there would seem to be no possibility of such a collision or antagonism of interests and purposes. Here the people and the State are one. Convince the people, therefore, in their capacity as individuals, that the change proposed is for their own good, and they will take care, in their capacity as the State, to bring it about. So it has been with the changes hitherto proposed in the great educational reform; and so, doubtless, it will be with the changes proposed in time to come.

It was natural and fit that the attention of the people should be turned, in the first instance, to what constitutes the principal means of educating *the whole people*, — I mean the common schools. Whether regard be had, however, to the still further improvement of common schools or to their obvious benefits, resulting to the people from letters and science, it is of the utmost importance that the people should be gradually taught to take a wider view of the subject. They should understand the relation which our common schools bear to institutions for a higher culture, and to colleges, which are intended for the highest, and never rest satisfied until all these are alike open to the talent and genius of the country, whether found among the rich or among the poor.

The fathers of New England, whose highest honor it is that they were the authors of the common school system, never lost sight of this end. Indeed, with those men, the college took the precedence in the public councils. So early as 1636, that is to say, eleven years before the General Court of Massachusetts passed the order for establishing common schools, it had voted to endow Harvard College with a sum equal to a year's rate of the whole Colony.

Turn also to the famous order which is referred to, — the first legislative act in the world which provided for the education of the whole people ; and you will see how far it is from limiting its regards to the common or primary schools. It says thus :

“ It being one chief project of the old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times, by keeping them in an unknown tongue, so in these latter times by persuading from the use of tongues, that so at least the true sense and meaning of the original might be clouded by false glosses,” &c., &c., “ it is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall thenceforth appoint one within their town to teach all such children as shall resort to him, to read and write ; that wages shall be paid either by the parents, the masters of such children, or by the inhabitants in general, by way of supply, as the major part of those that order the prudentials of the town shall appoint.” When the number of householders was increased to one hundred, then a grammar school was to be maintained. If a town neglected the performance of this duty one year, it was to pay five pounds to the next school till they should perform the order. This order was passed Nov. 11, 1647, and five years afterwards the General Court published “ A declaration concerning the advancement of learning in New England.”

Judged by these specimens, and indeed by their writings generally, the founders of New England, it must be confessed, were less skilful in the construction of sentences than in the construction of political and religious institutions. But they knew what they were about. They were practical, in contradistinction to theoretical reformers. They dreamed, it is true, of a Christian commonwealth, but they did not expect to see it, like the New Jerusalem, come down out of heaven. They knew they were to build it up on earth out of the materials they had. This being the case, they were aware that two things would be especially necessary. In the first place, the bulk of the people must be sufficiently instructd for common affairs, and to secure them against being imposed upon by demagogues and designing men ; and secondly, the higher, and even the highest forms of culture must be accessible in order to qualify candidates for the highest offices in church and State.

They foresaw also that the latter of these conditions would be most likely to fail ; and what they foresaw came to pass. In 1642 it was required as a qualification for admission to Harvard College, that the candidate should be able to make and speak pure Latin in verse and prose. What an uproar there would be if this were insisted on now. The grammar schools have also sunk gradually to common schools and been merged in them. It may even be doubted whether the Boston

Grammar and Latin School, though always preëminent for classical instruction, has more than held its own, relating to the learning of the country and the age, when compared with what it was under the famous Master Cheever, from 1670 to 1708.

I do not mention this, said the lecturer, as a just ground for complaint. Under the hard exigencies of a wilderness life, or the exhaustion and poverty consequent upon the War of Independence, they were unable to carry it out. They did what they could. It is glory enough that they watched and kept alive the sacred fire ; that under all difficulties and discouragements they continued faithful to the most important, though the humblest part of the great scheme ; that they secured to every village and hamlet in the land, the inestimable blessings of the primary or common school.

Until the present century had made some progress, the country was not in a condition to entertain large and expensive projects of educational reform. As soon as they were in a condition to do so, it began, and it began in the right place, and as far as it has gone, it has gone in the right direction. What I wish to impress upon you is, that this whole movement, when carried out to its whole extent, will be a realization of the original design, as it existed in the thoughts and in the law and in the prayers of the Fathers of New England.

Much has been done. Normal Schools for teachers have been a first step in the reforms ; but two things are to be hoped for. First, that Normal Schools will never be used as in the countries from which the idea and the name have come, — to manufacture teachers of a prescribed pattern. Free teaching is as necessary to the life of a republic as free speech. We have nothing to do with the policy of those governments which avow it to be their purpose to make, not good scholars nor good men, but good subjects. Secondly, let us hope that too much stress will not be laid on *the art of teaching*. The qualities essential to a first-rate teacher are these three, — thorough and exact knowledge ; a natural aptitude to teach ; and power to interest young minds without being under the necessity to resort to coercion.

These qualities the *art of teaching* cannot supply, but it often has the effect, at least for a time, to conceal the want of them. Moreover, what is called the *art of teaching* shows itself, not so much in the efficiency, as in the appearance of a school. It tends to make the school appear uniformly well, and so to win the admiration of examining committees. But let me inform those examining committees that when a school is made to appear uniformly well, they know just as much about its real condition when they come out as when they went in. [Sensation of approval.] Unless a school is made up of picked students, unless it is made up on the principle of rejecting or sifting out the refuse material, a certain proportion of the scholars will be comparatively good, and a certain proportion will be comparatively bad, and it is not in mortal man materially to alter that proportion. [Laughter and applause.]

But that is not all. I have had occasion to note a marked difference between the pupils of different teachers otherwise of equal repute. Some have acquired and bring with them a self-sustaining impulse. Others fall away as soon as the apparatus of outward and artificial stimulus on which they have been accustomed to depend is no longer felt.

The Reverend speaker then resumed the train of remark in reference to the steps of progress to the present time. The "High School" was one of the results of an elevation of the character of teachers, and it now competes with the best private schools and the oldest and best appointed Academies. A large proportion of those who enter College come from the High Schools, and the number is increasing, and it is justice to say that none come better prepared. To the thorough training in these schools is the influence to be ascribed, more than to any other one thing, of the gradual raising of the terms of admission to College, especially as regards accuracy and thoroughness in the elements. They have raised this tendency to thoroughness, and will do it more and more.

Reading and writing and the simple elements of education alone do not constitute education. They do nothing to exercise the mind. They are, at best, but a means to an end, and their value as a means depends not on themselves, but on extraneous circumstances. Prussia has devised the most perfect system for acquiring so much knowledge, and a generation has been trained under it. But of what use is it to know how to read or write, if, after all, they have no motive and no opportunity to do either? As has been justly said, the penny postage law in England has done more to provoke general education, by opening a new cause for it, than all the forced systems of Continental despotism.

The influence of common schools upon our fathers in forming their character was then referred to, and the necessity for that kind of training to enable men to detect the schemes of designing men, and to separate truth from humbuggery. At the present day there is far less of that stern independent thought which was cherished by the fathers. At our elections now, the people are not called upon, often, to vote for a man, but for a *platform*. [Applause and suppressed merriment.] Several reasons were then stated why a different system of education is needed from that which prevailed one hundred or even fifty years ago. For those reasons free education had been extended, and the people would not stop here. Provision will be made, that wherever the highest intellectual gifts are found, they will be put in the way of the highest culture. What seems to darken the future most is the influence of half knowledge to produce intellectual anarchy.

This is seen in the theories of the present day, and the crudities which our fathers would never have given a hearing. What are we to do? inquired the speaker. Put on the fetters again? There are some who would like to do so; but he would like to see the man in this country who will dare to make the attempt. Half knowledge is even worse than ignorance, so far as intellectual anarchy is concerned. For it tends to breed a conceit of ability without giving the ability itself. What we want is, that the highest talent, the highest genius of the country, wherever found, and in all its varieties, may be put in the way of the highest possible education. Thus may we hope that some may be found, in every department of human knowledge, so uncontestedly superior as to become, in that particular department, the legitimate and the accepted lights and guides of the age.

If this is to be so, Ladies and Gentlemen, it gives a new importance, a new significance to our vocation as teachers. It is through our instrumentality that the great problem is to be solved, — perfect order and perfect liberty. The public may be slow to recognize our true social position. Constituted as the world is, at present, we must not expect to see intellectual, but executive ability the most honored and the best rewarded. It is enough for us to see and know our own calling, and to be faithful to it. Next to the love of God is that pure love of our neighbor which shows itself in forming the souls of men in the knowledge and love of the truth. What Milton said, long ago, in England, is far more applicable to this country, and never more so than at this moment.

"Behold now this vast city, a city of refuge, the mansion house of liberty, encompassed and surrounded by Divine protection. The shock of war hath more than anvils and hammers working to fashion out the plates and instruments of armed justice in societies in defence of beleaguered truth. Then there be pens and heads there, sitting by their studious lamps, musing, searching, revolving new notions and ideas wherewith to present as with their image the approaching reformation. Others as fast, reading, trying all things, assenting to the force of reason and convincement. What could a man require more than an attention so pliant and so to seek after knowledge? What wants to such a towardly and pregnant soil, but wise and faithful laborers to make a knowing people, a nation of prophets, of sages, and of worthies?"

The audience listened with the most intense interest to the lecture, which occupied just an hour, and of which we have given of certain portions only an abstract; and at its close they testified their appreciation of it by applause. Several gentlemen expressed their hearty concurrence in the views presented by the distinguished lecturer, and half an hour was thus occupied. The gentlemen who spoke were Messrs. Perry of Connecticut, Hedges of New Jersey, Cooke of Tennessee, and Mack of Cambridge; and on motion of Mr. Cooke a unanimous vote was passed, concurring in the views presented, and thanking the author for their eloquent presentation.

WEDNESDAY MORNING.

The Institute assembled at 9 o'clock, and the exercises were opened with prayer by Rev. Henry M. Parsons of this city. The minutes of yesterday's proceedings were read, and the committee on delegates made a report, to the effect that they had received the certificates of five delegates from the American Association for the Advancement of Education, viz., Henry Barnard, Amos Perry, J. W. Bulkley, Dr. J. B. Lindsley, and Dr. G. S. Blackie. They recommended that this delegation be invited to seats as members of the Institute; also that a committee of five be appointed to consider and report upon a plan

for coöperation with other bodies laboring independently in the cause of education. The delegation was admitted according to the recommendation, and the following committee was appointed for the office contemplated in the report ; Messrs. Sherwin of Boston, Barnard of Hartford, Leach of Providence, Richards of Washington, and King of Danvers.

THE STUDY OF THE CLASSICS AND SCIENCES.

Prof. J. L. LINCOLN of Brown University was introduced to open the discussion on the question of "*The Relative Importance of Ancient Classical and of Scientific Studies in an American System of Education.*"

In performing the service assigned him, Prof. Lincoln said he had no intention or wish to claim for classical studies any position exclusive of science or in any manner antagonistic to it in its proper connection. He only asked that they should hold the place to which they are entitled by their disciplining and refining influence. Cicero said all the arts which belong to a liberal education had a common bond of union, and are held together by a kind of family relationship. That is the true doctrine, and is eminently worthy the attention of an association of American teachers and scholars. From the experience of past ages, the speaker then went on to draw an argument in favor of the study of the classics. Their study has formed an important part of every system of education. Discussion, too, has only tended to strengthen their hold in the public estimation. Though their importance has been often discussed in this country, and by this Institute, it has been acted upon as a settled fact. Ours is an age of science rather than of literature.

The matter of utility seems to be the chief question at issue. If utility is to be measured by capacity to aid us merely in our temporal well-being, the classic studies may be of little immediate service. It may not be proved that the study of the classics is absolutely necessary for the *business* of life, yet it may be that this very inutility is important. Their study keeps the scholar so far away from the pursuit of gain, that the clink of gold cannot reach his mind. They teach him that he has a soul, and that a man's life consisteth not in the abundance of the things that he possesses. These studies are called unpractical because they cannot be put in practice in the every-day business of life ; but they look to the training of man for any vocation whatever. Though their study does not tend to make a merchant, it does tend to make him a man, and of course a more polished and influential business man. The process of thought and the habits of mind which classical studies induce are of great importance in disciplining the mind. This kind of discipline, which enables one to fix the attention and form the judgment, is on some accounts better yielded by classical than scientific studies. Another great reason for the study of Latin and Greek lies in the perfection of their structure as human tongues, and the power an acquaintance with them gives to every student to express himself with force and precision. They aid to give

form to thought within and language without. Though we should render to science all due honor, we should not fail to continue to cherish the study of the ancient classics.

The close of the speaker's argument was greeted with applause.

THOMAS SHERWIN, Esq., Principal of the English High School in Boston, advocated, in a very able manner, the superior claims of scientific studies. In the first place, several benefits resulting from the study of the classics were admitted and stated. Inasmuch as a ready and appropriate command of our own language is essential to a good education, and since many of our words are derived from the Greek and Latin, an acquaintance with these original sources contributes to a better knowledge of the derivative language. But if this point alone were to be regarded, we should with more propriety study the ancient Saxon, that being the basis of the English. The benefit of a knowledge of Latin to facilitate the acquisition of the languages of Southern Europe is also manifest; and also, to some extent, the ancient languages are useful in the formation of a scientific nomenclature. But, after all, it must be remembered that the science creates the nomenclature, and not the nomenclature the science. Scientific terms, derived wholly from our own language, would be less concise, and perhaps less universally understood, but would be more clearly comprehended by those who speak the English. That the ancient classics are useful in promoting a correct taste, if studied with reference and subserviency to our own native English, will not be denied; but most of the benefits may be derived through the medium of translations. To appreciate and enjoy the beauties of the ancient classics in the original, requires the study of almost a lifetime, and consequently the proportion of young men educated at our colleges that can be called really classical scholars is very small. But, it is said, the best English writers have been formed by the study of the classics in the original. Though it is true that some distinguished for classical knowledge have been eminent as English writers, this is by no means the necessary result. A man of great genius may excel in more than one branch of learning. Milton would have been a great poet independent of classic lore; and Shakspeare was a greater, with almost no knowledge of it, except as he acquired it from translations. But Milton's classic taste seems to have caused his prose writings to be obscure, being a kind of Latinized English, full of inversions, often violating the plain rules and ignoring the common idioms of the English language. The style of Dr. Johnson, though strong, sonorous, and majestic, and much admired in him, would be hardly tolerable in any writer who should attempt to imitate him. He had a great predilection for words and idioms derived from Latin rather than those of Saxon origin. On the other hand, how keen and pure and polished and clear is the style of Dr. Franklin, who made the English an object of special study, but who did not trouble himself at all about the dead languages. The intellectual discipline which the study of Greek and Latin affords, and its necessity and utility to those engaged in the professions, were incidentally considered in treating of the claims of science.

In considering the superior claims of science, Mr. Sherwin said he should not be deterred by the cry of utilitarianism, for he deemed usefulness, in its largest and best sense, one great end and object of life, and he regarded him as the greatest man, who contributes most to the physical, intellectual, and moral good of humanity. A hundred years ago, a knowledge of the ancient classics, and perhaps some moderate acquaintance with mathematics, constituted what was considered a tolerably complete education. But since that date chemistry has undergone a complete transformation; geology, magnetism as a science, electro-magnetism, and magneto-electricity, have all come into existence. The pure mathematics, astronomy, physical geography, optics, physics generally, and natural history, have made rapid and important advances. These all afford a wide field of research for the scientific student; and some tolerable knowledge of them is essential to what is justly entitled a good American education. Besides, these sciences are all, in a greater or less degree, applied to the arts, and have increased the comforts and conveniences of life to such an extent, that to deprive us of them at present would be to thrust us back into the dark ages. The application of the sciences is by no means productive of material benefits alone. The intellectual and moral reaction is immense. Railroads, steamboats, the electric telegraph, are great civilizers, efficient promoters of peace and intelligence. Twenty years ago the reigning pontiff would not permit a railroad within his dominions, because he was afraid his subjects would travel, and that, consequently, heresy would disturb the tranquillity of the Vatican. Recently, thanks to Pope Pius IX, he has allowed a railway to be built from Rome to Frascati, and actually conferred upon it his paternal blessing.

As a mental discipline, the study of science may boldly challenge comparison with that of the classics. Take the pure mathematics: what requires greater concentration of thought, more undivided attention, more discriminating examination of the premises, a more careful deduction of one step from another? The modern geometer not only recognizes the beauty and grandeur of the subject, but he realizes its immense utility in its perfection as an instrument for intellectual discipline and its application to the affairs of life. Not all can comprehend the higher mathematics any more than all can become Heines and Wolfs in Greek literature; but all endowed with ordinary abilities can master the elements, a knowledge of which is a necessary part of a good education.

But the physical sciences are still more interesting than the pure mathematics, and at the same time they afford quite as useful a discipline of the mind. Who would be ignorant of the sublime flights of astronomy? More especially, who would be ignorant of the cause of the common phenomena occurring directly before his eyes? Should any one, professing a respectable education, be asked in vain what occasions the seasons, why it is warmer in summer than in winter, what makes the distinction between solar and mean time, or why, according to an accurate chronometer, the days in the latter part of January increase more in the afternoon than in the forenoon? This last question, said Mr. S., I proposed to the senior class of one of our col-

leges; one only, a genius and young almanac-maker, was found who could answer it. And yet do these questions involve less interest, or less exercise of thought, than the etymology of the word, *solar*, *equinox*, or *chronometer*? The astronomer weighs the planets in a balance, determines the exact place of a hitherto unseen planet, calculates within the fraction of a second the time of an eclipse which occurred a thousand years ago, or of one which will occur a thousand years hence. Is it an unimportant use of the intellect to ascertain how these things are done? Summer and winter, seed-time and harvest, day and night, return in regular succession; the moon goes through her phases, the tides rise and fall, the rich argosies are wafted by the trade winds. The astronomer acts as gratuitous underwriter, insuring both property and life; and yet in a country where education is almost as free as air, in consequence of the false estimate of the relative value of human intelligence, a vast number of the more enlightened recipients of the beneficial results, have no definite knowledge of the beautiful and exact laws upon which they depend, or the intellectual processes by which these laws are deduced.

So chemistry, in the arts, in the animal and vegetable economy, in the mineral world, in almost everything around and beneath us, is working wonders; and yet every change is produced according to the most exact laws, and all combinations take place in definite, and, in a vast plurality of cases, well known proportions. In geology and mineralogy, what a field is open for research! How wonderful are the revelations that have been made by them! What a history of the world do they lay open to the student! Is it not a beautiful intellectual process, by which it is proved that the earth, instead of six thousand, has existed many millions of years, undergoing various transformations to suit the wants of sensitive beings; and by which the size of the rain-drops, and the force and direction of the wind with respect to a mass of rock, long anterior to the history of man, can be ascertained? In order to hold a respectable rank among intelligent men, every one who has an opportunity, ought to acquire a knowledge of the elements of all the exact and physical sciences, and, if circumstances permit, make himself well acquainted with some of them. If so, these should hold a high estimate in an American system of education.

The interest which it awakens is another benefit of the study of the sciences. I have known many a smart lad, said Mr. Sherwin, who had become disgusted with the dry details of Latin and Greek Grammars, and who had been almost necessarily a constant annoyance to his teacher, become so much engaged in the pursuit of science as to find no time for mischief. New truths are constantly presenting themselves, and the pathway of the learner is strown with objects, each of which invites and fixes the attention. Though the captivating nature of a pursuit is not always a criterion of its value, yet when the highest degree of utility and the loftiest mental efforts present also a strong attraction to the learner, this attraction is a recommendation. Except to a few peculiarly constituted minds it is doubtful whether the study of language can ever present charms equal to those afforded by the study of science.

I once asked a deranged man, said Mr. S., who conceived that he was the Deity, whether the world, — meaning the moral world, — was any better at the present day than formerly. His reply was, "That is a very foolish question; I made the world, and I made it perfect; how can it be better at one time than another?" The madman was, in some respects, sounder in mind than many who are reputed to be sane. If we could comprehend the entire economy of the Creator, we should find all things made perfect; and it follows that while we are studying the physical universe and the laws which pervade it, we are studying perfection, a perfection infinitely above that which characterizes Greek and Roman poetry, eloquence, or jurisprudence. Should such a study be held in low repute? "Perfection is no trifle," nor is the study of it a trifling pursuit.

The moral influence of science is by no means inconsiderable. The student is ever in search of truth, — absolute truth. Theories must vanish unless they satisfactorily explain the phenomena. Aristotle's dogmas, that nature abhors a vacuum, and therefore water rises in a pump, and that the velocity of a falling body is in proportion to its weight, satisfied the world for three thousand years, because nobody questioned the truth of them, or thought of examining their truth, and because to do so would have been heretical and atheistic. But now science, which is the voice of God, laughs at dogmas, and refutes the dogmatical priesthood. "The undevout astronomer is mad." So is the undevout man who is conversant with any of the physical sciences. A clergyman, a friend of mine, said Mr. Sherwin, was one day cutting a stalk, in which an insect had deposited an egg, when a professed atheist accosted him and inquired what he was doing. The clergyman quietly pointed out to him the beautiful provision for the accommodation of the grub, the enlargement of the stem to give the animal room and to secure its own strength and stability, at the same time referring the whole to the beneficent design of the Deity. The atheist was affected to tears by the overpowering force of conviction. This is more than one of Tillotson's sermons, profusely interlarded with Latin and Greek quotations, could have done. No one who has made them an object of study can fail to perceive the moral and religious instruction afforded by the sciences. Can the ancient classics compare with them in this respect?

To the members of the learned professions, as they are called, there may be a benefit resulting from a knowledge of the classics. But who can fail to perceive the benefits which they derive from an acquaintance with the sciences? The clergyman has quite as much occasion to consult the book of nature as he has to read the Christian fathers, especially in the language in which they wrote. The great book of nature, glowing all over with characters of living light, affords argument inexhaustible and illustrations without number, and when fairly understood its language is free from all ambiguity. Cotton Mather, it is said, who studied fifteen hours per day, considered lightning the work of the devil; and the fact that it struck meeting-houses in preference to other buildings was proof positive of the correctness of his opinion, — Satan having a special enmity to

the church. The scientific man of the present day regards the lightning as a messenger from heaven, bringing blessings to every living being.

The lawyer indeed should be able to read Latin, but a profound knowledge of that or of the Greek is not necessary for him in order that he may make an eloquent plea, or understand the pandects or the laws of Solon. Law terms are best understood, not by their literal signification, but by their use. Who would comprehend the nature of a writ of *habeas corpus* merely from his knowledge of the Latin language? It is almost like *lucus a non lucendo*, — a grove named from light because no light penetrates it. On the other hand, there is a vast number of legal adjudications, both civil and criminal, which rest upon scientific principles. Medico-legal chemistry is often more effective in securing justice than any personal testimony. With these principles both the presiding justice and the advocates should be thoroughly conversant. In a recent case, the judge, who in his college days was an excellent scientific scholar, exhibited in his charge a more profound knowledge of electro-magnetism than the advocates, the experts, and the jury or referees altogether. Besides, the jurists should study science as a mental discipline. Judge Parsons, it is said, while in the practice of his legal duties, frequently read from the classics. He was also a diligent student of the sciences, and in one case exhibited in his charge a profound knowledge of the principles of hydrostatics.

To the medical profession, it is manifest that an acquaintance with the physical and natural sciences must be of vast importance. I must confess, said Mr. S., I was quite astonished and disgusted, when a prominent medical gentleman, a good classical scholar too, seeing a barometer hanging in the room of my friend, asked what it was, and when told, wondered what sustained the mercury in the tube.

In conclusion, Mr. Sherwin suggested, as an improvement in American education, that the English language receive more marked attention. It seemed to him a strange perversion, that a student should read Latin and Greek well, and perhaps discuss learnedly the use of the digamma, but be unable to write correct English, punctuate his composition, or even spell the words rightly. He said he had often recognized the newspaper communications of an excellent classical scholar, but who never studied an English grammar, by his total ignorance of punctuation. In one of our colleges, out of a recent class of eighty, less than twelve students obtained any tolerable knowledge of chemistry; four only studied the higher mathematics to any extent; four or five got some acquaintance with botany; in the other branches of natural history there were none. Recently a scientific department, distinct from the usual academic course, has, in conformity with the exigencies of the times, been introduced into several of our colleges, and it is believed that great good will result from the innovation.

C. HAMMOND, Esq., of Groton, followed. He said that if we look at the interest which the friends of education of every grade take in these two departments of culture, it is sufficient to assure the friends of science that they need not fear that it will not receive a sufficient degree of attention. Efforts to advance science meet with a hearty

response everywhere, and the tendencies of the times are all in their favor. It would be very unfortunate if these two departments of culture should come to be regarded as in any sense antagonistic. We might as well attempt to decide which is more useful, agriculture or commerce. Both these departments of culture are needed when we look to the aid they bring to the symmetrical development and the wants of the human mind. They cannot be dispensed with. Both belong to any scheme of liberal education. Between things essential there never should be any antagonism. Science is useful. Who denies that? But when it is looked upon as an instrument of culture, if there is to be any preference, the languages, which relate to the development of thought, are doubtless more useful at a certain period in the history of every mind. It matters not to say that science is more interesting, that children are amused by the scientific show, that they will be startled by the explosion of oxygen and hydrogen. The test of value is not mere charm or interest, but it is in training and disciplining the mind. There is a disposition to shrink from the close thought which the study of the classics sometimes requires. Therefore it is that their study is unpopular to many, while the study of the sciences is longed for.

The further discussion was then postponed till afternoon.

LECTURE OF JOHN KNEELAND, Esq.

At 11 o'clock JOHN KNEELAND, Esq., Principal of the Washington School, Roxbury, Mass., was introduced, who gave a very clear and interesting lecture on "*The Objects to be aimed at in Teaching.*"

Every man who undertakes any kind of work, needs, first of all, to have clear ideas of what he is to do. Particularly is this true, and most emphatically should this be demanded, of the teacher. Most teachers are successful in a fair degree, according to what is demanded of them by the public; but do not they themselves see, that as far as the higher ends of education are concerned, their labors are not crowned with complete success? Men are apt to mistake the means for the end. Often the riches for which men strive, and which, legitimately used, are a blessing, become, when sought and gloated over for themselves alone, a source of disappointment. So it is with teachers in their schools. There are the scholars and there are the books. These books, no doubt, were originally introduced into the school, to enable the teacher to accomplish certain purposes; but they have come to be regarded as of great value on their own account; and the matter which they contain is, by some means or other, to be as speedily as possible transferred into the minds of the scholars. They are often as simple-minded as was the man who went to Vernet for a picture of St. Jerome in his cave. The artist first painted the cave with Jerome sitting down at its mouth; but the man was not satisfied. He then drew him, appearing further in. But still the picture was not satisfactory. Vernet then erased the figure of Jerome, and all was right. The man had seen him go into the cave, as he thought, and that was enough. The

teacher sees the contents of these books go into the minds of the scholars and fade out of sight, and, of course, he can but believe that they are here.

The object of the school is to develop mind, to discipline the feelings, to give persistency to the will, to restrain the passions, to strengthen the moral nature. In teaching Arithmetic, for instance, which is, perhaps, taught with as much success as anything, the object should be not only to give facility in business, but to increase the stature of the pupil as a man. Attention is one of the first things demanded, a habit on which much depends, and one which a pupil cannot begin too early to acquire.

The particular objects to be aimed at were very fully enumerated as taken in connection with different departments of study, and, along with the whole, the sentiment was inculcated that there should be a decided aim to act for the highest good of the pupil; an aim to implant a love of justice, of goodness, of truth, of knowledge, as central principles of action.

Scholars are not alike in their faculties; they cannot, therefore, be made to stand upon the same plane, and the aim of the teacher should be to develop, in the best manner, the peculiar powers of each. The teacher usually gets the most credit for efficiency where he deserves the least. His bright scholars get along of themselves, and his special efforts should be for the development of the dull. The best progress we have in schools is "the progress of dulness." The teacher should aim to inculcate a love of beauty. The imaginative faculty is greatly depreciated by some. There are those who decry elegant accomplishments in the poor, because they are not to spend their lives in the parlor, but the truth is that the parlor is not what stands most in need of them. We wish to introduce grace into the work-shops of the land, and crown with attractions the homely details of life. The acquisition of a love for the beautiful, he thought, would do much to purify the minds of youth from base imaginations. In theory, moral training usually takes precedence of intellectual, but it does not in practice. Scholars are always compared with each other intellectually, and they come, in consequence, to regard moral culture as comparatively of little moment. The grand aim should be to cultivate the moral sentiments of pupils, and train them to virtue. The lecture occupied an hour in its delivery, and was received with evident marks of approbation, as it deserved to be for its fulness of suggestions of an eminently practical nature. At the close of the address the Institute adjourned to two o'clock this P. M.

WEDNESDAY AFTERNOON.

At 2 o'clock the Institute assembled, and Prof. WILLIAM RUSSELL, of Lancaster, read a paper giving "Suggestions in regard to the Operations of the American Institute of Instruction." The suggestions presented were, as stated by Professor Russell, those which he had taken as extracts from a letter written familiarly to a friend. After enumerating many of the benefits which have resulted to the

cause of education since the organization of the Institute, as the consequence of its influence, Prof. R. went on to state particularly that the Institute justly claimed the credit of having established Normal Schools. The most important suggestion presented, was, that the exercises of the meetings should consist in part of definite reports by committees, to whom particular topics should be assigned at a previous meeting. More definiteness, system, and efficiency might be thus secured. The reports would have as much systematic form as lectures, and also the practical character of discussions. The teachers owed it to themselves, also, to claim the rank of a profession, a matter which depended on themselves, and for which they need not look to any legislative action, or that of any other body.

Mr. SHERWIN of Boston, at the conclusion of the reading, as the discussion of the paper was then in order, inquired if the speaker would change the popular character of the meetings.

Mr. RUSSELL repeated more definitely his views. He would not, by any means, omit the popular character of the Institute.

Mr. PERRY of Connecticut made some suggestions in favor of the topics presented by Mr. Russell, and moved that the subject be referred to the Board of Directors.

Hon. HENRY BARNARD of Connecticut concurred with the speaker in the views he had presented, and urged that in addition to what the Institute is now doing, and to what Mr. Russell brought forward, there should be a person appointed whose entire time should be given to correspondence and personal visits, to enable him to collect the condition and progress of education in every State and country, and submit an annual report to the Institute of the results of his correspondence and investigations; that something should be done to collect at Boston, a library of books and documents on the subject of education, and a system of interchange of such works established.

The whole subject was then referred to the Board of Directors, and the committee on nominations reported the following list of officers, who were unanimously elected: —

President — John Kingsbury, Providence, R. I.

Vice-Presidents — Samuel Pettes, Roxbury; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Ct.; William H. Wells, Chicago, Ill.; Dyer H. Sanborn, Hopkinton,

N. H.; Alfred Greenleaf, Brooklyn, N. Y.; Solomon Adams, Nathan Bishop, William D. Swan, Boston; Charles Northend, New Britain, Ct.; Samuel S. Greene, Providence, R. I.; Thomas Cushing, Jr., Boston; Ariel Parish, Springfield; Leander Wetherell, Amherst; Ethan A. Andrews, New Britain, Ct.; Thomas Baker, Gloucester; Daniel Leach, Providence, R. I.; Amos Perry, New London, Ct.; Nathan Hedges, Newark, N. J.; William J. Adams, Boston; Worthington Hooker, New Haven, Ct.; Salmon Richards, Washington, D. C.; John D. Philbrick, New Britain, Ct.; John W. Bulkley, Brooklyn, N. Y.; Samuel F. Dyke, Bath, Maine; Thomas Sherwin, Boston; D. B. Hagar, Jamaica Plain; Jacob Batchelder, Salem; Elbridge Smith, Norwich, Ct.; George S. Boutwell.

Recording Secretary — John Kneeland, Roxbury.

Corresponding Secretaries — George Allen, Jr., Boston; A. M. Gay, Charlestown.

Treasurer — William D. Ticknor, Boston.

Curators — Nathan Metcalf, Benjamin F. Putnam, Samuel Swan, Boston.

Censors — Charles J. Capen, Joseph Hale, Joshua Bates, Boston.

Counsellors — Daniel Mansfield, Cambridge; Samuel W. King, Lynn; D. P. Galloup, Lowell; A. A. Gamwell, Providence, R. I.; Solomon Jenner, New York; Joseph A. Allan, Norwich, Ct.; Charles Hutchins, Providence, R. I.; Moses Woolson, Portland, Maine; Alpheus Crosby, Boston; Calvin P. Pennell, Yellow Spring, Ohio; Samuel John Pike, Lawrence; Zuinglius Grover, Providence, R. I.

D. B. Hagar, Esq., having declined to serve longer as Recording Secretary of the Institute, Mr. Bulkley, of Brooklyn, said it was proper to take note of the withdrawal of an officer who had served the Institute long and well, and he therefore moved the thanks of the Institute to Mr. Hagar for his efficient services in the capacity in which he had stood to the Institute, which motion was unanimously adopted.

After a brief recess Professor HAVEN of Amherst College was introduced as the lecturer for the next hour.

He commenced by expressing his satisfaction at meeting this body of New England teachers. He was especially glad to meet them here in the Bay State, a State noted for three things, — regard for religion, education, and liberty. May the time never come when her attachment to any one of these three great principles shall be less than now. [Applause.] He then spoke of the importance of the vocation of the teacher and of the vastness of the interest entrusted to him, and of the

consequent necessity for an eminent fitness for the vocation. *Mental Science* was then announced as the subject of his lecture, as one entitled to a high place in the course of study and mental culture, which every scholar, and especially every teacher, marks out for himself, and one worthy the attention of those who are to guide the education of others. Many causes for a lack of attention to the study of mental science were then enumerated ; and then, after referring to the highest achievements of men in the wide field of human art, he considered the most wonderful thing that can be conceived, to be the human mind, which can devise and accomplish such beautiful and astonishing works. The importance of mental philosophy, when considered in connection with the past, and in connection with our personal interests and destinies, was next dwelt upon. Who shall read this strange, inexplicable riddle of human life ? Is there one who has arrived at maturity who has never asked himself this question ?

Mental philosophy underlies the science of theology, and the profession of the physician. How many lives have been lost that might have been preserved if the physician had only known the laws of the human mind as well as the principles of his own profession. Perhaps there is no science of so much practical, direct use to the teacher as that of the human mind. To know the mind to be taught is the very first thing for the teacher to understand ; how to stimulate, guide, and control it. Mental science should not only be understood by the teacher, but it should be one of the studies of the school itself. The study is more important and not less interesting than that of any other science. Let the teacher ask his pupils at any leisure moment how many different sorts of things they can do with their minds. They soon find they can be reduced to thinking, feeling, and willing. This is a grand division into which all future mental knowledge may be gathered and arrange itself. The lecture was received with close attention, and elicited the hearty response of the audience.

WEDNESDAY EVENING.

ADDRESS OF HON. GEORGE S. BOUTWELL.

At the hour for commencing the exercises of the evening, Hon. GEORGE S. BOUTWELL, Secretary of the Massachusetts Board of Education, was introduced. He at once announced the subject of his lecture to be, "*The Intrinsic Nature and Value of Learning, and its Influence upon Labor.*"

He did not propose to consider the claims of learning to the gratitude of all forms of civilization and cultivated life. We everywhere realize, and freely admit, that it is intimately interwoven with all good. Life should be utilitarian, not with the idea that money is the only or chief good to be attained, but with a conception which leads to seeking it for ourselves as a means of usefulness to others, and accepts the good that falls to others as the common lot of all. Words and terms have to different minds various significations, and we often find definitions changing in the progress of years. Bailey says learning is skill in languages or science. To this Walker adds what he calls literature, skill in anything, good or bad. Webster adds still more, — knowledge,

acquired by experiment, experience, or observation. Locke says a man of much reading may be very much knowing, but at the same time may be very little learned.

It is important, too, to keep in view the personal relations and duties which the Creator has imposed upon us as members of the human race. The knowledge of these relations and duties is one form of learning; the disposition to practise them is another and a higher form. The first is the learning of theology; the latter, of the practical Christian. Learning includes, no doubt, a knowledge of the languages, science, and all literature; but it also includes much else, and this much else may be more important than all the rest. It is sometimes questioned whether there is more learning in or out of the schools. It is certain that it was a dark age when learning was limited to the schools. Prof. Guiot said of us, that we give credit to our schools, which belongs to the world. Looking at your world, said he, with the eye of a European, it appears to me that your world is doing more and your schools less than is generally believed. Said Mr. Boutwell, I am inclined to give a qualified assent to this observation. One of the improvements in education has been the training of female mind so that the mother can instruct her child without being dependent on the school. This has given rise to some excesses of opinion and conduct. But the world is entirely safe, especially the self-styled "lords of creation," and they may advocate education without regard to sex, and leave the effect to those laws of nature which are to all and upon all, and cannot be permanently avoided or disobeyed. The number of educators has strangely increased, and they often appear where they are least expected,—on our farms and in our mechanics' shops. Though there have been great changes for the better in schools, in the last twenty-five years, they are not greater than those which have been made on farms and in shops.

The press was then spoken of as both a source and a product of learning. The newspaper press in this country, having its centre in New York, has a greater influence than that of any other country. In securing news, and in general enterprise, and energy and wisdom in conducting the press in this country, it is not behind that of England. The American journalist writes literally "for the million." This fact is an important one, as it furnishes a standard of the tastes of the people. The mass of newspaper readers are not highly educated persons, and newspapers do not trouble themselves about colleges and their professors; but they seek to please the great body of the people who know nothing of colleges except through the newspapers. We have been accustomed to infer the character of the ancient Greeks and Romans from the speeches of their orators. May we not infer the character of the American people from the articles in the public press? The newspaper, is and must be the truest representative of the progress of a people.

Within the last quarter of a century there have been town libraries established and various associations for mutual improvement. Where they are sustained for any length of time, the learning of the people must be rapidly improved. Town libraries, also, are among the most

fruitful sources of learning. But they may degenerate. When amusement is sought for from a whole course of lectures, the lecture-room becomes a theatre of dissipation, so much so as to be unworthy the support of any body of intelligent people. Let it not be inferred that wit or drollery, even, should not be uttered in the lecture-room ; but they should be only as the salt to season the entertainment. In the selection of books for a library, the object should be to exclude all worthless and pernicious works, and to procure such as will alter and improve the public taste. In July last, the Hon. Edward Everett gave \$500 towards a library for his native town of Dorchester ; and some years since, the Hon. Abbott Lawrence gave the same amount for his native town. These donations are noble, because conceived in a spirit of comprehensive liberality. They are worthy of imitation. There are few New England towns which have not given to the world a son able to give as much to the cause of general learning.

Institutes and Clubs also increase general learning. There can be no greater national calamity than a laboring population delving at their tasks with no opportunities for mental improvement and intellectual culture. In 1840, the valuation of the property of Massachusetts was \$300,000,000. But much of this should have been set off on account of the depreciation of the land since the first settlement of the country by a bad system of agriculture. The principle of association has not, as yet, been as beneficial to farmers as to mechanics ; but agricultural knowledge has made great increase for the last ten years. Lectures and libraries for operatives in manufactories constitute another link in the chain of learning. In this connection Mr. Boutwell made an interesting statement as to what has been done at Lawrence to furnish the means of intellectual improvement to the laborers in the mills.

In proportion to our population, we are daily dispensing with mere manual labor, mere muscular force, and yet we are daily increasing the amount of production. As each laborer, with a given force, produces more, the price of the production is reduced, and thus the whole population are benefited. Learning is, therefore, a source of wealth. No ignorant people has ever escaped poverty. Learning is sure to increase the wealth of a people, though wealth is not, in every instance, sure to increase learning. The recent attempt to show, in England, that learning has increased vice, was then referred to, and the discussions in Parliament as to the effect of the education of the children, were reviewed in a masterly manner. Suppose, said he, crime to increase as a people are educated, without any increase of population. Would this prove that learning makes men worse ? By no means. By education, the business, the pecuniary transactions and relations are multiplied, and consequently temptations to crime, especially to crimes against property, are multiplied in an equal ratio. The absence of crime is owing to the absence of temptation, and not to the increase of virtue.

The contributions of learning to labor have far exceeded the contributions of labor to learning. It was stated by Mr. Flint, Secretary of the Massachusetts Board of Agriculture, in his report for 1855, that the saving to this country has been estimated at no less than \$10,000,000 in teams, and \$1,000,000 in ploughs alone, by the improvements

in agriculture, while the crops, in the same time, have been greatly increased. There is no exclusiveness in the benefits which learning confers, and there should be no exclusiveness in the enjoyment of educational advantages. In principle, we all agree to this, and yet, practically, we have not attained to the end proposed. There are two difficulties in the way. First, our aim in public instruction is not high enough ; and, second, we do not sufficiently realize the importance of educating every individual. The mind of a nation is its capital. Let us say, rather, that that capital is a producing force in society. Without this, money, flocks and herds and lands are nothing. If mind is capital, then to neglect the education of one mind is to fail to secure for the State the good that should be gained. The great contribution of learning to the laborer is its power, under the lead of Christianity, to break down the unnatural distinctions of society, and to render labor of every sort, among all classes, respectable and honorable. Ignorance is the degradation of labor; and when laborers, as a class, are ignorant, their vocation is necessarily shunned by some, and, being shunned by some, is likely to be despised by others.

THURSDAY MORNING.

The meeting of the Institute was opened this morning at 9 o'clock, with prayer by Rev. Dr. Ide of this city. After the reading of the minutes of yesterday, the regular exercise was commenced with a discussion of the following topic : — *"The Means of Awakening in the Minds of Parents a Deeper Interest in the Educational Welfare of their Children."*

Prof. A. Crosby, of Boston. It seems to me this is an exceedingly strange question, when, according to the appointed order of the Author of the universe, parents, above all others, are interested in it, and when affections are implanted in their breasts which should lead them inevitably to the performance of this work ; — that it should be necessary that we, who are not parents, and have not felt these affections, should be called upon to inquire into the best means of interesting parents in their own great and most holy work, the education of their children. It would seem to me that it would be almost as necessary that we should inquire about the best means of interesting the sun in the work of illuminating the world ; the best means of teaching water to run down hill, or the vapors to rise and fall upon us as they have been doing even now, during our session, in refreshing showers. Why is it that there should be any such necessity ? It would seem that one reason has been, that the work has been treated of as not belonging especially to parents. It has been thought to be a work confined to others. The State must take it up, — this has been the theory of some, — and carry it out without the coöperation of parents ; and it has been regarded and treated of as the work of teachers. The form of expression, it seems to me, has been unfortunate. We are hearing continually of how teachers shall secure the coöperation of parents. It seems to me this phraseology is all wrong, and should be swept away, and we should discuss such questions as this : How may teachers best coöpe-

rate with parents in *their* great work? All our language should go upon the supposition that the work of educating their children belongs primarily to parents, and that it is the work of the State to assist parents, — the work of teachers to coöperate with parents. Until we can bring parents, through the land, to feel that this is so, it will be in vain in this bustling life that we attempt to secure coöperation. We may invite them to visit the school; but they are busy, the farmer with his farm, and the mechanic in his shop, and the mother with attention to the variations of fashion in society. And they will say, "We have very good schools." It is a theory everywhere. I have seldom visited a town in which the feeling is not, "Our schools are very good indeed. Of course there is need of attention to education. Here is a town south and another on the left, where they need to attend to schools, but ours are very good." That is the impression resting on the minds of parents who do not feel that any active coöperation is to be secured from them.

The more we take the education of the child out of the hands of parents, the more we remove it from their direction, the more difficult it will be to secure their coöperation. Then I would say that the work of interesting parents in the education of their children, is to be secured by bringing them to feel that it is mainly and especially their work; that they must determine themselves what will be the moral and intellectual character of their children; and then we should bring them into the way of consultation in regard to that work, and in the direction of it. There are various methods by which we, as teachers, may interest parents in our work. I think there has been a great defect among teachers, and, I may say, school committees, school directors, and trustees generally, in regard to education. They have proceeded upon this principle generally, that we can educate a child without educating the parents, and that the more entirely parents will withdraw from the work and leave it to other hands, the better we shall educate the child. Now, this is all absolutely and ruinously false. Those who are connected together by the various relations of society, by ties of kindred, have such a mutual influence over each other, that it is impossible to educate to perfection any one of this class, without educating the rest. How can you take a child that is under your care and influence only six hours in a day, and train him up to the keenest sensitiveness of moral discernment and of principle; how can you train him to be noble in character, to be thoughtful, to be intellectual in his mental habits, and to have good taste and propriety in all his deportment, when, after you have given him a lesson upon truth in school, he is taught a lesson of deceit at home; when, after you have spoken to him in regard to delicacy and propriety of language, he is taught there a lesson of grossness; after you have spoken of kindness and forgiveness, he is taught a lesson of rudeness, violence, anger, and revenge? How can you make him thoughtful and judicious in his mental habits, when he goes from the school into an atmosphere of mere frivolity? If we wish to educate the child, we must also educate the parents. Every teacher, wherever he is placed, should feel that he is placed in the department where he is laboring to be as a light for all;

that it is his work to diffuse a moral and intellectual influence throughout the community ; that while his duties, of course, relate primarily to the children committed to his care, he cannot even perform his work for these without exerting an influence for intellectual elevation and purity throughout the families where they are scattered, and, so far as his influence reaches, throughout the whole community.

Hence, though the teacher's work lies in the school-room principally, a large part of it consists in visiting from house to house, and in securing the establishment of educational associations. Every teacher should make it a point to secure the establishment of an educational association in the town, or village, or district, where the parents, intelligent men, young men, fathers, mothers, shall come from week to week, or fortnight to fortnight, for the discussion of important questions relating to their mutual relations to the school and to home education. This can be done by a lady without any loss of dignity or sacrificing any delicacy of character or manners that the most fastidious would insist upon. Essays may be prepared to be read, if not by the teacher, by some other person. I have known instances where the most important influences have been exerted by the preparation of essays by able female teachers, which were read by others to the audience.

In cases where it can be done wisely and with propriety, I think there should be direct addresses and lectures by the teachers to the parents. Let them be invited to the school-house, or elsewhere ; let there be some way in which the teacher shall reach directly the minds and hearts of parents, and let there not be a feeling that this education is a compulsory matter, that the State requires so much, and the teachers require so much work and so much regular attendance, and demand this and that, which is all utterly unreasonable, so that there comes to be an antagonism between the teacher and pupils, the teacher drawing and the pupils throwing themselves on the defensive and holding back all they can ; and also between the parents and teachers, the parents uniting with the children to resist the good influences of the teacher and school, encouraging them to disregard its requisitions, encouraging them often to hate both teacher and school.

Gideon F. Thayer, Esq., of Boston. When you, Mr. President, invited me to attend this Institute to take up the discussion of this subject, you said, "those who were prepared." I rise without that preparation ; but I should be pleased to see the subject go forward, and am therefore willing to throw in my mite to aid in the discussion of a subject so important to the community. But I start with a different premise from what some gentlemen do. I do not think, as a general thing, there is any lack of interest in the subject of the education of the people. I believe if you were to go behind the scenes and hear the questions put by parents, and should see with what eagerness the weekly report is examined, and the inquiry put, Have you had good lessons to-day and the approbation of the teacher ? you would have repeated evidences that the interest in the success of the children at school is deep and heart-felt.

But supposing this not to be the case very generally, and that there are exceptions to this rule, the way is prepared for the removal of the evil. Compare the schools of the town and see the result. In some you have ninety-five per cent. of attendance, and in some sixty. What is the cause of that? Is it in the parents, or the children? No, sir, it arises from the character of the school, the character of the teacher. Show me a teacher fully qualified to perform the duties of his office,—fully qualified,—that is a rare state of things,—but show me a teacher fully qualified, and I will show you a school, the average attendance of which is large. The Latin School in Boston has an average attendance of ninety-six or ninety-eight per cent. Why is it? Are the people of Boston more interested in the education of their children than those of other places? Nor will I say that these schools are superior to all others; but they are of a high character. They have competent teachers, who have devoted their lives to the straight business of training up men. Then that, I should say, is the first and best means whereby to interest the community in the education of the children,—supply good teachers, and let them be well paid. Teachers, I know, in New England, are better paid than in any other part of the country, or, perhaps, the world; but still more is demanded of the people if they would have better schools, and schools that will interest their children. The article is in the market. "As is the teacher, so is the school;" and generally, as is the salary, so is the teacher. Of course there are exceptions; there are some very efficient teachers who live on a mere modicum of what they should receive. But generally, let teachers be well paid, and you will have faithful and successful teachers. If you have female teachers, they will be faithful whether paid or not paid; but with what a crushed spirit they go into the work, if they feel that they are doing that for which they are not receiving an adequate remuneration.

I agree with the gentleman who has preceded me, that the school-room must not be the sole scene of the teacher's operations. The teacher must take a part in whatever is going on to elevate the tone of society. I know of a person who was told that if he pressed that plan he would have so many irons in the fire that he would fail and go down. Not so. The more communication with the people, the more elements of instruction may be brought to bear on the subject; and he is the best teacher who engages in something of morals, temperance, charity, polities, and something of every kind. These are to be subsidiary; the school is to be the main object. No man buys my time of recreation; no community buys my free privilege of thought or privilege of expressing that wherever I can find a coterie to listen to me.

If the teacher visits the families, he has an opportunity to become acquainted with the modes of discipline and the plans which the families have for the improvement of their children; for, educated or uneducated, ninety-nine families in a hundred have the good of their children at heart. I know the pursuit of the almighty dollar seems to engross the care of the community; but there is a feeling in the hearts of both parents, and particularly that of the mother, for the welfare of

the children. Therefore in the very act of communicating with parents and becoming acquainted with their modes of operation, the disposition of the children, and the management or mismanagement of the household, the teacher is adding to his means of carrying out his plans in the school-room. The man who would be faithful as a teacher must not neglect his influence at the fireside. I consider that man whom I hear complaining of his social position, unfit for the occupation of a teacher.

The community would not pay so liberally to support education as they do unless they were interested. No man parts with anything so charily as his money. But in Boston and many other places the taxes for schools are greater than for any other one purpose. About \$400,000 are paid in Boston annually for the schools,—about one third of all that is paid for all municipal purposes. Do you want any better evidence of interest in schools? Let not teachers complain because they are not visited, because they are not even inquired of about their children. Consider it rather a compliment that your schools are not visited. It is an evidence of perfect confidence in you. If there were a difficulty in school, and you were known to be harsh and had punished harshly or unjustly, would not you be visited then, and with a regard which would induce you to desire the absence of your visitant? It is gratifying, I know, to see the faces of parents in the school-room; but an interest is felt in the school by those who never see it. I have been no small part of a somewhat long life engaged in this business, and for thirty-six years in a private school? The school was seldom visited, and yet the parents and teachers were on a good footing, and when they met the question was, How is my boy getting along? It was carried sometimes too far, almost. It often becomes almost a bore to tell parents what is thought of Master A. B. or Miss C. D. I believe I always felt a sufficient amount of interest in the pupils to talk a reasonable amount of time, but the world is full of subjects besides darling Tommy or pretty Sally. The law says the teacher is *in loco parentis*. As he should feel the emotions of a father, unless he can bring into the school-room something of that kind, he lacks an important element of that character which is necessary to make him useful as a teacher.

I say, make your schools attractive; be faithful in the performance of your duties; be affable, be gentle and generous, and I undertake to say there will be no cause for complaint of any want of interest in the schools of our country, if the previous literary and scientific qualifications of the teacher have been such as the school demands.

Mr. J. W. Bulkley, of Brooklyn, N. Y. I have been charmed with the eloquence of my friend, but I have not been able to come to some of the conclusions at which he has arrived. If he has not been born and nursed in the cradle of Liberty, he has lived sufficiently near to have heard the lullabies when from time to time a glorious spirit has been aroused in old Faneuil Hall on the subject of education; he has lived where in the very incipiency of the planting of our country it was "The School-house and the Church." He has not only lived and grown up, but he has taught there, and a most glorious mission has he performed. But it is not all Boston, nor all Massachusetts. Our

country is not New England alone, it is the whole United States. And then, again, in relation to the fidelity of the teacher. Why, sir, the Great Teacher, he who taught as never man taught, was not always successful in his mission ; and when he commissioned his disciples to go forth and teach, he enjoined on them that if they were not received, to shake off the dust of their feet and pass on where they might be received and the people would listen and gain instruction. The teacher may have the talents of an angel and the fidelity of the Great Teacher, and spend his energies on a community that receive him not.

I do not quite agree, either, to the idea of the gentleman, that it is entirely in consequence of the great confidence that parents have in a teacher, that they neglect to visit his school. So far as my experience and observation have gone, I am led to believe that the reverse is true. I believe that in the case of both fathers and mothers they are wedded to mammon, and more interested to obtain money, than in the good of the immortal mind that liveth forever. They do, it is true, feel that the teacher is *in loco parentis*, and there they leave the matter. If the child gets on passably well, it is all they care about the matter ; but the love of money absorbs their souls.

Now, sir, we want to awaken parents, not so much for the purpose of having a teacher at an evening party talk about Mary and John, but we want to make them interested so that they shall be acquainted with the school, that they may feel that their children may safely go there, and that it is a nursery of all that is wise and good and great.

Prof. Crosby argued that the parent was the party who should be all engrossed in this subject, and that the teacher should coöperate. That, in the main, as a proposition may be true ; but after all, in reality, we find that is not true that the parent does coöperate. It is the business of the teacher to instruct and to secure the coöperation of the parent ; and unless there is mutual coöperation between parent and teacher, the full mission of the teacher never can be accomplished ; children will be truant, and we shall lose a large per centage of the regular attendance and instruction of the school. The case of the school in Boston is in point. Ninety-eight per cent. of attendance was secured. That school stands preëminently high. What has given it its standing ? Long years, and at its head one of the noblest spirits in the world as an educator. What is true in relation to the High Schools of Boston is not true of the schools scattered in the villages and towns throughout the country. We must carry education to the poor as our Saviour carried the Gospel to them ; we must *carry it to them*. It is not enough to simply open our doors and invite them ; but we must go out and compel them to come in. Prof. Crosby will scarcely subscribe to that doctrine, I presume. He will not subscribe to anything like coercion. But I am of the opinion that in cities, where we have so many parents who know nothing of education and religious principle, we must go to them and lay our hand upon the children, and if the parents resist we must per force take the children and educate them. I believe the State is bound to do it as much as to provide for the parent and the children when they are incompetent to provide for themselves. We erect poor-houses and provide for these and their

posterity, and we should see to it that the children are properly trained so that we may be freed from the terrible curse resting upon an ignorant population. In those terrible riots in Philadelphia, a few years ago, they were found to have originated entirely among degraded boys who followed the fire engines. How much better to have taken those children in their infancy and compelled them to come and be educated, rather than to have them grow up in vice. As teachers, we are not more than half awake, and the community, in a mass, are asleep. Till we can go out as missionaries and awaken parents, we shall not have the life we want in this great and God-like work.

Prof. Crosby. I sympathize most fully in the opinions expressed by my friend, but not quite in his representation of my opinions. I was speaking in regard to what ought to be, and not in regard to what is. As to coercion, was your impression of my idea about it drawn from what I said, or from the general subject?

Mr. Bulkley. I thought it was a fair inference.

Prof. Crosby. I have never taken the ground against coercion, even that of children. But we all know how much more desirable it is to draw children by the cords of reason, confidence, and affection, than it is to lash them with the cords of pain and anger.

Mr. Bulkley. When we speak of the teacher or Board of Education going out to bring in children, the idea is not that they go out with cords, small or large, but simply that they go with authority to apply force, if necessary.

Prof. Crosby. That is, the gentleman would go *armed* with his whip, and would make it known that he has one. [Applause.] I have often heard the language of the truant officers of schools, and I know how they talk, and hold up threats of confinement if the children do not attend the school. The gentleman was speaking of coercion. I do not deny that there might be a necessity for coercion, of corporal punishment; but it should be the last strange work of the teacher. And so, in regard to the community. I do not deny that there may be children subject to such influences of ignorance and vice and crime at home, that it should be the duty of the State to take them from their parents, who should be the natural guardians, and provide for them better guardianship; but this should be the State's strange work, and it should be careful of interfering with that sacred relation between parents and children; and I would say that if half the time were given to influence the parents which is given to influencing the children in spite of the parents, the work would be better done. If, by compulsion, against the will of the parents, you bring a child to the school, then the child is placed between two attracting influences; the State and the teachers are attempting to draw one way, and the parents, irritated, indignant at the force, are throwing their influence the other way. But whatever may be the present consequences, however regularly the child may, for a time, attend the school, and however much he may seem to be learning, yet still, what is to be the character of that child for life? Will not the parental influence and the social influence out of school be likely to prevail with regard to the formation of character, over the school influences, — and may not this force in bringing

children into school only have this result, that it trains up more intelligent, and consequently more desperate and dangerous criminals? Nay, if we wish to save the child, let us also endeavor to save the parents; let us endeavor to secure harmonious influences in education, so that these, in addition and with the school, shall coöperate for the elevation of the young, for the elevation of the whole community, without which the elevation of the young cannot be secured. For what is education but the stamping by one generation, in and out of school alike, of its character upon the next, and through the next upon successive generations?

Nathan Hedges, Esq., of Newark, New Jersey. The question assumes that there is a difficulty in the way of the teacher's success. We may be here as wise as we please, and yet in the school-room, in the little red school-house, where this gentleman (Mr. Thayer) has not spent his life, in the intermediate schools of Boston, and, I venture to say, in the private schools of Boston, it has often been felt that the teacher's influence would be greater if there were a sustaining and countenancing of his efforts by parental influence. Every man who has spent ten years in teaching in any school, has felt this difficulty of a want of open, manifest parental coöperation in the school-room; and it is useless for any body to ignore this fact. Now, the question is, how may we awaken this proper and healthful parental interest? It has been said that the teacher stands *in loco parentis*; but he stands alone on that plank; the parents are away over yonder on the other side of the street. The teacher is struggling with a hundred young, active, thoughtless minds, and frequently his hands are weak, and he feels that he cannot sway or influence them, unless he is a man of unusual power, without the aid of the parents.

Again, these children are but six hours in a day with the teacher. On the teacher they are dependent for nothing but a little teaching, and with many, the less the better; but on the parents they are dependent for everything. The parents have all the power, while the teacher stands *in loco parentis*, with about no power at all. This is more especially true of public than of private schools. The question is, how can this state of things be improved? Often a little circumstance leads us to the discovery of a great truth. In 1816 a young man from New England was travelling through New Jersey. He had some cultivation evidently; but he was without money, and went to a farmer and asked for employment, which was given him. The farmer soon found that his skin was thin, and that his hands began to bleed. On inquiry as to his former employment and as to his fitness for teaching, he was engaged as a teacher and set to work. This was in 1816, when he commenced with a small salary and boarded round; and he was there teaching and boarding round in 1826 and in 1836 and in 1846, and he is there boarding round in 1856. I have had the pleasure of having some of his scholars, and he is a noble teacher; his school is always full and has never faltered. He seems to have the entire control of the village. He is a single man, — that is no credit to him, — [laughter] and he has his employers in his hands as much as the best teachers in this house. Now what is the lesson I have drawn from it? As a matter of necessity this teacher visits the parents, and if any

mischief arises he takes it in the right time. He is teacher of the children now, as he has been the teacher of many of their parents. There he stands, and there he will stand as long as he can stand up. [Applause.]

Now, you who are teachers by law, who live on public money and only have to go to the treasurer and get your salary of \$500, \$1000, \$2000, or \$3000, do not feel the need of this coöperation of parents which teachers feel who do not get their pay very promptly. If you wish to raise up a generation of men, and if you wish to do good, — I know that is an old-fashioned doctrine, but there is some left yet, — you must secure parental coöperation. Without it you will fail; and it can be done only by cultivating an intimate personal acquaintance with them. One way is to visit parents. I have a relative teaching in an adjoining State. She wrote to me, saying, "Will you give me some advice? I want to do good; you are an old teacher; tell me." I advised her by return of mail; first, get acquainted with the children as fast as possible, then with the parents. Take the children by the hand and go home with them and call on Mrs. Smith and Mrs. Johnson and Mrs. White, and talk with the mother about her child. Every mother loves her child; find out her views; be kind to the children and attentive to the parents; become acquainted; be one of them; if they are engaged in any good work, take hold with them; be a friend of every family, and every family will be a friend to you. She took the advice, and her prospects are just such as a good teacher wants. Now, I say if our object is to do good, we must find the way inside the families of our employers, and if possible we must bring them into the school-rooms. There are many ways in which this can be done. It is important to have your finger on this parent and that, and bring them in at stated times, and arrange matters so that they will be likely to come; even make some preparations if necessary, and have some exercises that will interest and keep the people talking about the school.

Another important matter. Make yourself one of them in every movement in doing good. In this way a teacher becomes useful as a member of society, of the church, or of a literary society, and is placed in a situation where his word is law, and where what he says is regarded as authority. You will get moral power and influence which will enable you to mould the community. If any man stands next to the sacred desk, it is the teacher who labors in this way; but the teacher who labors simply for his salary to spend in vacation, is not filling his place. [Applause.]

Mr. Mack, of Cambridge. I am much pleased with the remarks of Mr. Hedges; but I do not know that we should follow the example referred to. We do not wish to stay in one school so long as from 1816 to 1856, and board round.

Mr. Hedges. That gentleman to whom I referred is one of moderate talents, is content with his place, and is willing to stay there. I did not mention that as an example to be followed. He was content; but I am willing that others should be ambitious to go higher.

Mr. Mack. I was reminded of the place where I used to board round in the district, and I must confess the recollections I have are

not very pleasant ; for as we went from place to place, though the fatted calf was not killed for us, perhaps, the fatted pig was, [laughter] and we poor schoolmasters were ready to wish that all men were Mussulmen.

We seem to assume that parents are not interested. I rise to vindicate them. I do not believe there is a parent who does not feel more interest in his children than in the almighty dollar. Has not the love of the mother for her child always been regarded as next to her love for her Saviour ? It is not because they are not interested in their children, but because they are not interested in the public schools. Now, how shall we interest them in them ? The children themselves are the best means. I have several schools under my care ; they are all country schools in villages. I found, on going into these schools, that the parents scarcely ever visited them. I said to myself, " What must we do ? " I spoke to the pupils themselves, and said nothing to the teachers. I said to the scholars, " Would not it be very pleasant to have your father and mother here to see you to-morrow, and would not you take a little more pains to have your lessons well ? " " Yes, " they said, and their eyes brightened. I said, " Go home and ask your parents to come ; ask them pleasantly, and if they do not come the first time, speak to them till you get them here." One little boy inquired, " How shall I ask ? I have asked my father, and he will not come." I told him. About two weeks afterward I visited the school again, and every person but two in the district, who sent to the school, had visited it. The consequence was a greater interest and progress in the school.

I believe that if parents will not send their children to school, we should have a law compelling them to do it. But people tell us it is not democratic, it is not just, is not equitable. I must confess that my mind is so obtuse that I cannot see it. A and B live in the same district ; A has \$10,000 and no children ; B, no property and six children. The strong arm of the law comes up and compels A to support the public schools for B's children. Why ? Because A's property will be of more value on account of the education of B's children. Now, if government has a right to compel the building of school-houses for the instruction of the children, has it not a right to compel the children to make use of the privileges thus secured ?

Mr. Morse, of Hartford, Conn., considered this subject as more important than any other that could be brought before the Institute. The pecuniary effect of an early education was one motive to be presented to parents to induce them to feel an interest in the schools, and to see that their children were punctual and constant in their attendance. Let them understand that if they coöperate with teachers, much time may be saved, and they may have the services of their children at an earlier age ; that they may be as well educated at twelve as they otherwise would be at sixteen. The importance of regular gradation in study, of a continuance of the use of the same books, and of associations of teachers for the discussion of educational topics, were also spoken of, and urged as important means of interesting parents in the school, and the work of education generally. He hoped the time might come when teachers would teach without books, with the view of making scholars and men.

RECESS AND REPORT.

At the close of the discussion a recess was taken, at the conclusion of which Mr. Sherwin, from the committee on delegations and correspondence, made the following report:—

1. That in subsequent meetings of the Institute, the committee of arrangements assign a time in which to receive communications, oral and written, from educational bodies and institutions, that may choose to put themselves in connection with the Institute.
2. That the directors be instructed to consider the practicability of holding the next meeting of the Institute at the same place, and in the same week, with the American Association for the Advancement of Education, to arrange the scheme of exercises in connection with the standing committee of that Association, and that a joint invitation of the Association and the Institute be extended to all educational bodies, all officers and boards charged with the supervision of schools, and all teachers charged with the work of instruction, in every part of the country, — to be present by themselves or delegations.

REMARKS OF HON. HENRY BARNARD, OF HARTFORD, CONN.

The Lecture assigned for Thursday, at 11 o'clock A. M., was to be by Hon. S. S. RANDALL, Superintendent of Schools in New York city; but as he failed to appear, Hon. HENRY BARNARD was called to take his place.

Mr. Barnard said:—

Although I have been placed among the minute-men of the educational corps, I must say I was taken a little by surprise by the announcement of the President. When spoken to with regard to occupying some portion of the time this morning, I expected to take up simply some portions of the topics which have been discussed during the morning hour. In addition to the suggestions which have been made by others as to the means of promoting an interest on the part of parents, much may be done by judicious regulations on the part of school committees and school officers. The public should be impressed with the idea that a public school is an institution to be regulated like any other public institution, and that if parents will avail themselves of the privileges of the school, they must comply with the regulations which those entrusted with its management believe to be essential to success. Among other important regulations is this, that the attendance at the school shall be regular. There should be a provision made by the proper authorities, that each scholar shall be sent to school within the first week, or the first three or four days of the opening of the term; that the child who is to receive the instruction of the school shall be there in the morning and every day; and that otherwise the privilege of attending the school will be forfeited, and other

children may come and take their place. I believe that if parents understood, by the existence of such regulations, and by their being enforced from time to time, that such regulations were in force, they would begin to see that here was a privilege to be enjoyed, but for its enjoyment some sacrifice must be made on their part.

We are far behind the countries of Europe in reference to attendance of children at school. We may search for, and account for it as we will ; but there is a larger amount of non-attendance in school in this country than exists in the best schools of Europe. I have been in the habit of regarding it as resulting from want of regulation as to the time of entering and regularity of attendance. A child there forfeits his position unless he is regular in attendance. The officer must remind the parent of the absence of the child, and if the parent does not send his child, a fine must be imposed. It is not always collected ; but it may be ; and the mere fact that it can be, operates as an inducement for the parent to do his duty to the child. But I also attribute it in part to the fact that we, here in New England, have started upon the theory of free public schools, which I believe to be wrong. I am aware that I am uttering a heresy here, but I do not believe that the entire expense of the public schools should rest upon the entire community. I will go as far as the farthest to advocate the most liberal expense to support public schools ; but I would always recognize that the duty of educating the child, primarily rests upon the parent, and that all modes of regulating the expense of the school, should be such as to recognize that duty on the part of the parent. I go upon the idea which was original in Massachusetts and Connecticut, that half the expense should rest upon the public, and half upon the parent. There is no time to enter upon a comparison between communities which have started upon different theories. I know that the experiment of universal education can succeed where a portion of that expense rests upon the parent. The best education in Europe will be found to exist where parents contribute to the support of the schools.

I believe it is a great mistake among the friends of education, that in order to make education universal you must make the schools free. I believe there is an error in reference to the word "*free*" as originally applied to schools in Massachusetts and Connecticut. The word "*free*," so far as I have found from an investigation of the school laws of Connecticut, and I believe of this State, means a liberal school, not free to all the parents, but one in which the education was liberal. The original free schools in Charlestown, Salem, and Boston, had reference to the Free Grammar School in England. One of the first free Grammar Schools, taught by Ezekiel Cheever, was not free in reference to tuition. We find he brings in a bill against Mr. Trowbridge for the tuition of his child. I have looked over the history of free schools as given by Carlyle and Ackerman, and I find they are almost all endowed schools. If you look into the free schools of this country you find that endowments were made for their support, and that individuals were authorized to give and receive money to support the schools, following out the idea as it existed in England. Undoubtedly they passed off that platform and placed the support of the schools

upon property taxation ; but it was not till a late period when the entire expense was borne by the town. This very practice of boarding round was one in which the people contributed to the expense of supporting the school.

I said the term, " free school," as applied to some of the schools established by Queen Elizabeth, did not mean, that no tuition should be paid, but that the education should be liberal, free, broad, like that of the university. Out of Austria the only free schools are strictly charity schools ; they are endowed, and open to certain specified classes, and to those only ; and all other persons who do not come in on the foundation of these schools, pay a regular tuition. If every parent was obliged to pay in advance, a small sum for the tuition of his child, — and I would have it so small that he who could buy a book could pay it, — it would do away with a large amount of the non-attendance at school, because those parents who had paid would feel that in the absence of their children they would lose something that they had paid in.

I will now pass to one or two other points, to which I should be glad to see the attention of educators turned. In the first place, I would call attention to an enlargement of the basis and means of education. In the very able and comprehensive lecture of last evening (by Hon. George S. Boutwell,) it was shown that education was not given in the school alone, that the press, associations, and other agencies had a great influence. What I wish to ask is, may we not bring more of these agencies under the recognition of the system of education ? Though we make the public schools as good as we can, by providing good teachers and good school-houses, I fear there will be many in large cities whom you cannot get into our schools. To provide for them, it seems to me, we should have supplementary schools, industrial schools, such as you could hardly bring under the organization of public authority, and such as Christian charity can establish and sustain infinitely better than public authority. If you go into this work with Christian love, you will be more successful in bringing children into these little schools, scattered through our cities and villages. While the philanthropist should labor to establish them, a portion of the public money should be given in aid of their support. Thus we should aid the public schools and greatly diffuse general information. We know that when we get them into the public schools we lower the tone of manners and morals, so that those parents who regard the training of their children in manners and morals will withdraw them. This may be wrong, but we know such a feeling exists. In the supplementary schools we could attend to their manners and morals, and when they go to the public schools, they would fall in with the general habits of these schools, and elevate instead of lowering the standard.

I would appropriate a portion of the money also in aid of academic education. I am far from joining that class of educators who would pull down academies, though I am free to admit that we have more academies than we need, and many of them should be incorporated into the town schools.

Then there should be a class of schools for such as do not wish to

go to the college or university, but of a scientific character, to prepare the students for higher engineering, manufacturing, and mechanical pursuits. But independent of this system, we should try to aid these supplementary agencies of education.

I am far from believing it necessary, in order to make reading general, to make books free. I had an opportunity to see the effect of free libraries in Rhode Island. Fifteen hundred dollars was put into my hands to establish libraries, and I made it raise ten thousand dollars. Instead of having the libraries free, there was a condition that by paying one cent per week, any one in the town might have access to the library. Look at the operation in the town of Lonsdale. Five hundred dollars was placed in my hands. They consented there should be this condition annexed. In one year there were twice as many books taken out and read, as from the Providence Athenaeum; and the payment of that small sum gave them seventy-five dollars for the purchase of new books. Miss Gibbs gave one hundred dollars towards the purchase of a district library. She did not wish to attach any condition; but I begged her to attach this, that they should give as much more. So I attached that condition and the money was raised, and they were never the poorer for it. Then they were to pay one cent a week for the use of the library. In some fifteen months, sixty dollars was thus raised; they purchased a set of outline maps and added a hundred volumes to the library.

There is a class of small reformatory schools to which aid should be given. This State most liberally applies its public money for this purpose. While we should maintain institutions of the character known as reform schools, I would reduce the numbers in them, and we should not put together the neglected children and the abandoned and criminal.

Mr. Boutwell. I would ask whether you would require the parents of the pupils in these reform schools, not yet guilty of crime, to contribute for their support?

Mr. Barnard. Certainly.

Mr. Boutwell. On what principle should the public take care of the elementary school, and not of those schools where it may be doubtful whether the children are exposed or not?

Mr. Barnard. I say the parent should pay, and not only that, but if he has a son in the State Prison he should pay for the support of his child there. I hold to parental duty, and that the public must also, in self-preservation, come in to support primary schools, reform schools, and prisons. I do not say there are not reasons enough for making the schools free; but the objection with me is, that the necessity of looking after the education of the children is one means of keeping the interest of the parent alive.

Too many children are placed in our reform institutions. They are little less than prisons in their discipline and management. This may be necessary with regard to some; but it would be far better to have them in small numbers in institutions where they could have something of the family relation exerted over them. To give a practical bearing to this part of my remarks I would say, do not wait for a mag-

nificent grant from the legislature of \$50,000 or 30 acres of land, but if you find children are scattered about your city, gathered about your halls and depots, and are entering upon a course which will lead downward, till on earth there is no lower point to be reached, then, if you have but three such, try first by applying to their guardians, to get them into a home somewhere. Find the right home where they will be taken into the family. Extend that plan or institution; buy a house that will cost \$3000, find the right man who will go into that house and receive these three or four children as members of his family. Let them feel that there is somebody that loves them, that they can help to carry on the farm, and my word for it, they will take a course that will result in their going upwards higher and higher as far as you can carry them.

It seems to me the public offices of the country, instead of being offered to partisans, could be offered to persons of the right training as rewards. There is in England a competitive examination for the civil service, especially the East India service. Since 1834 no appointment in that service has been made, except upon this principle of a public competitive examination. Gentlemen from the universities and high schools are on the board of examination, and the candidates are examined in those studies which bear upon the particular department of the service. That has brought the colleges and universities to a test they never had before. One year's trial has created a spirit which will revolutionize the whole system, not only of the universities, but of all the schools. It was found that only one of all who came from the universities of Scotland received a certificate, and the question was asked, why those who came from Scotland to be examined were distanced by those who came from Oxford. Now the mind of Scotland is aroused, not only to the improvement of the universities, but even of the parochial schools. I simply present this matter that we may confer about it to see if we cannot have certain appointments to office made after a public competitive examination.

Allusions were made to Englaad, in the lecture last evening, eminently just, in general. But much more is now doing than is generally understood. More than £2,500,000 were appropriated last year by Parliament for education. Many men of the highest culture are now employed in giving their entire time to the inspection of public schools. The capitation grants, as they are called, are one means of increasing the average attendance. The teacher who gets the highest average attendance and the greatest increase in the average from year to year, gets a grant in addition to his salary. Something of that kind might be of use here in keeping good teachers in the same school for a longer time. To induce good teachers who receive \$1,200 a year to go on and be better, an increase of pay might be offered for an increase of average attendance secured by them.

The Industrial Schools of England were also referred to, and in this connection, in closing, Mr. Barnard said it would be well to have the old times come back again, when ladies should receive instruction in the use of the needle and in domestic economy. One of the most unfortunate facts in this country is, that children have too little to do with the household arrangements, with the farm and the garden.

Hon. Geo. S. Boutwell rose to protest, in the kindest manner possible against the idea now new, once old, that it is not the duty of the public exclusively to educate her children. If he understood the subject right, that great principle underlies our popular form of government. Any distinction in the education of the children leads to distinctions among the people, and to taking the government from the people.

As the hour for adjournment had arrived, Mr. Boutwell suspended his remarks, and the meeting adjourned :

THURSDAY AFTERNOON.

The Institute met at 2½ o'clock this afternoon, and the discussion of the lecture by Mr. Barnard was resumed.

Mr. BOUTWELL said : —

The remarks of Mr. Barnard, with regard to reform schools, were such as I would have been happy to make, had I the power. Also what was said as to public instruction in England I approve. I hope the lecturer of last evening (Mr. Boutwell himself) was not understood as saying that the expressions of Messrs. Drummond and Ball represented the entire people of England, but that they represented those of a portion of the people. Those expressions having fallen from those gentlemen, and having met the approbation of those that listened, to some extent at least, I thought they afforded a fit opportunity to present them as views held there to some extent, and I fear also here.

But the statement to which I took exception, in all kindness, is this ; that the parent should to any extent, however small, be required to contribute to the education of his children. If I understood my friend (Mr. Barnard) it is his opinion that the cause of education, and of course all that flows from it, would be better maintained by having schools supported chiefly by the public ; and in the end a tax should in some form be levied upon the parents who send to the schools. That is his view, as I understood it ; and so far as I am able I desire to refute it. This assembly represents, to a great extent, the educational sentiment of this country, and therefore it should be a chief consideration here to entertain, and, so far as we think it expedient to adopt opinions, to have those opinions correspond to well-settled principles on which we may act.

Now, again, as between principles and history, — our friend referred to history, for which I have a certain respect, and the highest possible respect for historians, — but however short our experience has been, I think we have had enough to know that it is very unsafe to take historical precedents as the basis of individual or public conduct, because history is full of all sorts of discordant opinions and conduct. When a precedent, derived from history, is presented, whether recent or remote, it must be subjected to some test, and that is the test of principle. And even if it can be shown that a historical precedent has resulted in some temporary and even considerable good, still I would hesitate about adopting that precedent as a rule of conduct if I could not make it square with a principle ; because a precedent, had in a peculiar state

of public sentiment, may for a time work well, and in the end be disastrous, while if we are certain that we fix our eyes upon a principle, our measures, if made to conform to that principle, will result, in the end, in good, — in permanent, complete good. In some European States, a system like that suggested by Mr. Barnard might work well, and perhaps, as a temporary means, if there, I might accept it; but here I cannot.

Now, if you apply the principle of divided responsibility, — of the family and of the State, — I believe you cannot make that system correspond to any principle which we should accept. If you show that it is the duty of the parents to educate their children, when you find an individual that will not do his duty, what is to be done? The State is to step in. I can conceive such a principle as this might be laid down; first, the family should educate its members; then, in case of failure, the State should come in and perform the duty. But as I understand Mr. Barnard, it is a divided duty between the family and the State. That I cannot make conform to any principle whatever.

The family is the element of the State. If that be true, it follows clearly that it is the duty of the family to educate its members to the duties of the family. Then when the members of the family take a relation to the State, it is the duty of the State to enable them to perform all the duties which rest upon them as members of the State. Here the right and duty of the State both come in to require that public instruction shall be given to all the members of the family, so that they may perform their duty to the State. I put the question to my friend this morning, because I could not see how he could maintain that it was the duty of the State to provide for saving exposed children, and at the same time deny that it was the duty of the State to educate all the children whether exposed or not. If I am able to satisfy you that it is the duty of the State to take the boy or girl, exposed to criminal life, and place that boy or girl in an Industrial School and give him or her a moral and intellectual education, I do not see that I have any further argument to make to satisfy myself or you that it is the duty of the State to give to each child in the State an opportunity to escape that very condition of things which in the second instance renders it necessary for the State to take the child into its custody.

What is the interest of the parent in the child, considered as a public matter? It is unquestionably the interest of the parent that the child should conduct himself well; but looking at it as a public matter, is it not equally the interest of A that B's child should be well educated, intellectually and morally, as that his own should be? May it not be as dangerous for B's child to grow up uneducated as for A's child? Now if all are equally interested in the salvation of the children of the community, why should not all contribute to their education? Looking at it in an economical view, the community, as a whole, is interested in the education of the children, not the parent particularly. He may have a pride in their success, but as a public matter it is the interest of all that all should be educated. I am aware that in the early history of New England our fathers did establish what they called free schools, and yet required the parents to contribute something to maintain them. But

that idea was abandoned, and in 1639, I think, the town of Dorchester gave the teacher instructions, and had it recorded in the town-books, where it still remains, that he should receive all who were sent to him and give them equal instruction, whether they be the children of the rich or the children of the poor.

Now, take the doctrine of our friend (Mr. Barnard), and what is the result? Will you not have two classes? First, you provide by taxation to a limited extent to maintain the school; then you require each parent to contribute in proportion to the number of children sent. The result is that a certain proportion of the children are excluded from the schools on account of the poverty or indifference of the parent. Whether the number will be great or small, I cannot say; but if it be but a single child, that shall stand as evidence of the point I make, which is, that you make a distinction in the scholars in the land. If one is not educated, then he is growing up in ignorance. But if you admit some who pay, and some freely, then those who do not pay will stand to others in the relation of paupers, which will constitute a distinction that should be shunned by all means. It will go with them through life, and cling to them in all their associations and recollections. The State should not lend its aid to a system which will lead to such distinctions. We have a notable instance in passing events. The old State of Virginia is attempting to escape from the state of things which would follow from the adoption of the principle here recommended.

Mr. Barnard. If I have uttered a word before this audience, or any in the country, which is unfavorable to the duty or the right to establish public schools, if I have said a word to ignore public schools, I beg to recall it. I yield not even to the Secretary of the Board of Education of Massachusetts in my interest in public schools. And I beg to know that Virginia is to enter upon the establishment of public schools in the sense which I have advocated.

Mr. Boutwell. Then to a certain extent I shall be obliged to withdraw a part of what I have said; and yet, I understood that he would have a system supported by local taxation, but that after all, he thought it wise that each parent should be required to do something for the education of his children. That is the only point, whether the public should furnish the entire education or whether the parent should contribute something, however small the amount. I do not like to take issue with the gentleman who stands at the head of the educational movement in this country; but on that point I must take issue with him, if he holds that the parent should be compelled to pay even the smallest infinitesimal fraction.

Mr. Barnard. Would you have the State furnish the books?

Mr. Boutwell. Yes, sir.

Mr. Barnard. Why not the shoes?

Mr. Boutwell. As I understand, there has been a system in Virginia by which the education of children, whose parents were unable to pay for it themselves, was defrayed at the public expense. Here were difficulties, and those persons charged with the conduct of the system of public instruction were obliged to conceal from the children a knowledge of the fact whether the parents paid for their instruction or not;

because they found a distinction was drawn between the children of parents able to pay, and those who were not. That is the history of the matter within the last five years. From the reports of the Commissioners this singular statement appears, that the children of parents who did not pay seemed to make as much progress as those who did! This is what will create distinctions that will run into social, religious, and political relations, and into the government itself. We must insist upon the right of all to be educated; not the right of a few, but of a thousand in every thousand. Nothing less can stand the test of principle and of the scrutiny which the world is now giving to this question of public instruction. There has been enough of this education of a few always. But institutions, the best that human wisdom has devised, have fallen, because they did not rest upon the intelligence of the whole people. Upon that you may found whatever is good, and the intelligence of the people will destroy whatever is bad. That is the hope in which I would labor in this work.

And then, if the mind of the people is considered as capital, how are you to justify yourself to God and your country that you have neglected any God-given mind, either from the consideration that the parent was poor, or negligent in his duty? There is no excuse. If the parent fails to do his duty, the responsibility is upon the State; and however great or small that responsibility may be, it rests upon us. So that our duty is comprehensive, it includes all. This matter underlies all our action on the subject of public instruction. What books we shall have, whether the schools shall be high or low, whether pupils shall be admitted to Normal Schools and Colleges at the expense of the State; these are all comparatively unimportant compared with the question whether every child shall be educated at the expense of the State. I dare accept no platform or principle of action which does not include this principle, that it is the duty of the State to take every child, give to that child the means of elementary, high school, and collegiate instruction. It is alike to furnish the means of education from the elements to the highest grade of instruction.

Mr. Barnard. I do not conceive that there is any essential difference between Gov. Boutwell and myself. At least, I have disclaimed any system which is not inaugurated under the authority of law, and not supported by authority of law. At the same time I feel that there is a limit to the question. The most eloquent part of his discourse last evening, was in relation to the power of the press; and no man can use more eloquent words on that subject. Why not make a newspaper free? Is there not to be some limit? Then, if it is the exclusive duty of the State, what is the duty of the parents? Have they no liberty to support private schools? I have gone before the public and have said I believed it was possible to make the public schools so good that there would be no necessity for private schools. At the same time, we know there are those who will entertain different views from the majority, who think that more attention should be paid to physical training or to morals; and shall they not be at liberty to sustain a private school to suit their views? I claim that in this free country there is the liberty of free education. I agree with Mr. Bout-

well in much that he said, on the economical view of the subject ; but when we come to providing the means for carrying on the school, there we differ. I might differ as to the supervision. But I say, God save us from governmental schools. I am far from desiring that any body should come from Boston to Hartford to dictate as to the management of the schools. If the State should come in and say, The children shall be taught so much and no more, and every town must fashion its character and standard according to that set up in Boston or Hartford, that every school-house shall be of such a height and such a shape,— all this is improper.

All these minor questions as to the mode of sustaining the school and the manner of its supervision are fair questions of difference of opinion. My allusion to historical facts was simply to show the sense in which the phrase, "free schools," was used. Mr. Barnard closed by referring to the good effects of the mixed system in Connecticut, and advocated a capitation tax as a means of making parents more interested in the schools.

Mr. Richards of Washington, a son of Massachusetts, testified to the effect upon his mind, when a boy, of the fact that a portion of the scholars where he attended school were so poor that the school committee had to furnish them with books. These children were regarded as paupers, and the fact gave rise to a distinction.

BISHOP CLARK'S LECTURE.

Bishop Clark of Rhode Island was then introduced as the next lecturer, who proceeded, after a graceful tribute to the importance of the teacher's vocation, to take up the subject of the teacher's pecuniary reward, which, he declared, considering the nature of the labor performed, was the smallest accorded to any class of men in the community. The matter of paying teachers well he considered essential to the truest economy. Every dollar judiciously expended on education is a dollar saved. His chief topic of remark he announced to be "certain respects in which we can improve upon the past in the conduct of educational matters." We must pay more attention to the physical conditions of a sound education. In this connection he brought forward the picture of the old school-room,— its frozen condition in the morning, the bright red spot that at last appeared on the six-plated stove, the thawing out of slates and the burning of relays of faces to the lobster hue, and at last to the afternoon somnolency and incapacity from breathing poisonous air. All this should be, and has been in a great degree, remedied. He then enlarged upon the importance of recognizing and distinguishing between the different powers and susceptibilities of those who are taught. A radical improvement is also needed in our modes of teaching. What did a pupil formerly know of grammar and arithmetic from having mechanically learned the rules? What did a pupil know of a verb from having learned that it was a word that signified "to be, to do, or to suffer," save that there was an indefinite idea of suffering connected with it? Have we not given too much prominence to the cultivation of an arbitrary memory? Of what avail is it for a child to learn the name of every town in every county

of the State? If a name be not connected with an idea, it is of no use, and all this worthless lumber is soon disgorged by the memory, and should be. There is also a too general want of thoroughness in teaching the rudiments of education. There can be no true scholarship without a thorough knowledge of rudiments. Not one step should be taken in advance until every previous step has been mastered. For the stormy future which lies before us we want robust and healthy bodies, — bodies which can receive and give a blow without staggering. We want also healthy, strong, and robust minds.

D. B. HAGAR, Esq., then offered the following resolutions. He said the last of them was a little extraordinary, but he had no doubt it would be heartily responded to, whether the gentlemen were or were not single. They were all unanimously adopted, the last with cheers and applause.

Resolved, That we present our hearty thanks to the citizens of Springfield who have extended their generous hospitalities to the ladies attending this meeting of the Institute; to the local committee for their efforts in making arrangements for our accommodation; and to the city council of Springfield for the use of their elegant and commodious hall.

That we tender to the gentlemen who have favored the Institute with papers and lectures, our grateful acknowledgments for their liberal contributions to our intellectual pleasure and instruction.

That we return our thanks to the directors of the Boston and Worcester, Western, Providence and Worcester, and the Connecticut River Railroads, for the liberal facilities afforded by them to persons attending this meeting of the Institute.

That we acknowledge, in an especial manner, our large indebtedness to the hundreds of ladies who, in spite of wind and storm, have come from their distant homes to cheer us by their presence, and have, by the manifestation of their noble zeal and energy, inspired us with a stronger faith and a deeper enthusiasm in the great cause we are laboring to promote.

CLOSING ADDRESS.

The President then said :

Our Twenty-seventh Annual Meeting is now coming to a close. It will be ever memorable for the remarkable outpouring of the rain upon us. [Laughter.] It has, however, furnished a fresh opportunity for the exercise of energy and zeal. We may well congratulate the friends of education, we may congratulate our country, that such an attendance as this can be secured through such a series of tempestuous days. It shows that the fire of enthusiasm which has been kindled in the hearts of the friends of education is such that many waters cannot quench it. [Applause.]

With the carrying out of the programme there has been but one failure, which is a noticeable fact; our meetings, too, have been marked by ability of the papers and of the discussions themselves.

Ladies and Gentlemen, allow me to return my sincerest thanks for the kindness shown to me in the imperfect discharge of my duties as

presiding officer. I have but a few words to say. But let us pledge ourselves to each other, as we return to our homes, to cherish in our hearts a renewed interest in the sacred cause which has brought us together. Let the thought that you are engaged in the same work as the head of a university stimulate even the humblest teacher to earnest efforts in the promotion of knowledge and virtue, and let all remember that personal influence and character are the great weapons we are to use in persuading our fellow-men; and may the Divine Being watch over our return to our homes, and during the ensuing year, and bring us together again at its end, prepared for the enjoyment of another meeting of equal interest and profit to this which we have now enjoyed.

The Doxology, "Praise God from whom all blessings flow," &c., was then sung in the tune Old Hundred by the whole assembly, and the exercises were closed.

DRAWING A NECESSARY BRANCH OF EDUCATION.

[The following excellent observations by Mr. Henry Cole, are taken from an address at the opening of a Drawing School in connection with one of the Elementary Schools, assisted by Government, in London. — A.]

A POWER of drawing is commonly regarded as a luxury and superfluity in education, permissible to girls, who ultimately become women better educated and more refined than men, but unnecessary for boys, who become men intensely skilled in the anatomical points of a horse, but not of their own frame, and unable to draw even a straight line. Drawing is regarded as an "extra" in school bills, which parents rather avoid than encourage. The same sort of mistake used once to be made with writing.

It should be felt to be a disgrace to every one who affects to be well educated, if he cannot draw straight lines, and make, at least, simple geometrical forms. Those who cannot do so have no right to expect you to believe that they can even see correctly: yet such is the anomalous state of matters on this point, that persons who are unable to use a pencil will affect raptures at paintings, and will criticise art, and announce canons of taste with absolute dogmatism. A modern writer observes, "Ask a connoisseur who has scampered over all Europe the shape of the leaf of an elm, and the chances are ninety to one he cannot tell you; and yet he will be voluble of criticism on every painted landscape from Dresden to Madrid, and pretend to tell you whether they are like nature or not. Ask

an enthusiastic chatterer in the Sistine chapel how many ribs he has, and you get no answer ; but it is odds that you do not get out of the door without his informing you that he considers such and such a figure badly drawn. * * * * *

Geometrical drawing is an easier acquirement than writing. A child will sooner learn to make the outline of a square or an oblong accurately, than the capital letter *A* of the usual Italian hand ; and most children, before they acquire the power of writing, have passed through a stage of self-instruction in drawing simple forms rudely, and have acquired a power which would have been readily expanded, had it been at all cultivated. Drawing is a power of expressing *things* accurately. Writing is the power of expressing only *ideas* ; and in daily life it constantly happens that it is far more valuable to have the thing itself denoted correctly by actual form, than the vague expression of it by words. All material objects may be more accurately expressed by simple forms than by any number of words. Make the comparison between the verbal description and the outline drawing of a hat, or a basket, or a cabinet, or the front of a house. At the present time we all admit that writing is necessary to be taught to every one, and is serviceable in all relations of life ; but it may be shown easily that the power of representing forms by drawing is frequently quite, if not more needful. And it is equally useful to all classes of the community ; to him who orders a house to be built and pays for it, to him who superintends its building, and to him who actually saws and joins the timber and lays the masonry. All would perform their respective parts with greater power and wisdom, and with greater saving of labor, if they knew what straight lines were, and possessed the power of making them. But how rare is the possession of this simple power !

ARRANGEMENT OF SCHOOLROOMS.—LETTER FROM MR. CARTEE. [We find the following letter from Mr. Cartee on the Editor's file, apparently omitted for want of room from the article in the April No. on School Architecture. We have had an opportunity of inspecting the arrangement described, and it seemed to us a very excellent one. It has been adopted between the two principal rooms of the large and new Pierce Grammar School in Brookline, and we believe gives entire satisfaction.—A.]

CHARLESTOWN, Sept. 24, 1853.

REV. DR. SEARS.—

Dear Sir:—The following is written in cheerful compliance with your request. Since the alterations recently made in the Harvard school-house, converting the whole area of each floor, from a large assembly-room and two recitation-rooms, into four rooms of nearly equal size, we have had an opportunity to test its advantages by the reassembling of our schools.

This building is intended for two distinct grammar schools, each comprising two hundred boys and girls, in charge of a master and three female assistants, making, in the whole, eight teachers and four hundred pupils.

The members of a school are arranged in four divisions, of two classes each, giving a division to each teacher.

Formerly, all the pupils of one school were seated in the large room; all the exercises of the first and second divisions were conducted by the master and one assistant in this room, while a class, with its teacher, from each of the two lower divisions, retired into a recitation-room, leaving two classes in the large room for study.

The advantages and disadvantages of this plan, will appear in contrast with the new arrangement.

The partitions which separate the four division rooms, are so constructed as to open all into one, by shoving up the panel slides. The height of our ceiling is fourteen feet. The partitions have a fixed base of thirty inches from the floor, and the height above (11½ feet) is divided, allowing about five and a half feet for the slide. The slides are in sections of five or six feet, prepared on both sides for blackboards, and balanced with weights.

The operation of this arrangement may be understood by the details of a half-day session. On opening school, the slides are all up, and the partition doors open; the scholars pass from the entrance doors directly to their seats. When the school-hour has arrived, the entrance doors are closed, each teacher takes note of the absentees in his or her division, and, immediately after, the devotional exercises are conducted by the master, in the sight and hearing of the whole school. If nothing more of a general nature is required at this time, at a given signal, monitors shut down the slides and close the doors, and each division is at once in its own separate apartment, under its own teacher. Thus matters go on till the time of recess, when some or all of the slides are raised. Recess being over, the slides are put down, each division pursuing its work till the close of school. If, at any time the attention of the whole school is required to listen to remarks from the master, or a visitor, or for a general exercise, it can be had at a moment's warning.

By this plan, we save a large amount of time, heretofore lost, by the changing of classes to and from the recitation-rooms, the conducting of two recitations in the same room, at the same time, and the constant demands on the time of the master to check disorder in the lower classes.

Each assistant teacher is now responsible for the discipline, as well as the instruction of her own division; and though the labor requisite to secure the former is much diminished, better means are afforded for proving the ability of an assistant to govern, as well as aptness to teach.

If matters chance to go wrong in one room, the whole school is not in danger by contagion.

The gain in time will be employed in various ways, by faithful teachers, for the good of those in their immediate charge; and the master is enabled, by an occasional exchange of exercises with his assistants, to watch the progress, and take part in the actual instruction of each of the classes below his own division.

While we thus secure all of the advantages of the separate system, we retain all that was good in the former plan. The unity of the school is unimpaired; the children feel, as before, that they all go to the *same* school. They see and hear as much of each other as can reasonably be desired, to foster the social feeling, while the temptations to misuse their school-time are very much lessened. They know, and are known by, the master of the school, as well as before, and with this important change—they know him more as a *friend*, and less as a *police officer*.

It has been urged in favor of the large-room system, that the children of the lower classes learn a good deal by hearing and seeing what is done in the upper classes. If they thus give attention to what does not immediately concern them, it must be at the expense of their own peculiar duties, for when a child in school is not engaged in a recitation, it is presumed that he has a lesson to prepare.

It has been urged against the separate-room system, that it tends to make each room a distinct school, because the children are so seldom convened in the assembly-room. We obviate the objection by our moveable partitions.

It was feared, from the manner in which our partitions are constructed, that the exercises of one room would disturb those adjoining. Our experience, thus far, proves this fear groundless. Our teachers and pupils are delighted with the plan and its operation: and, I hesitate not to say, that were I about to erect a new school-house for a large school, I would adopt this plan in preference to any other.

With a hope that you will honor us with an inspection of our *pet*,

I remain,

Very truly your friend,

CORNELIUS S. CARTER.

[We take the following pleasing poem from the Report of the Forty-Third Annual Examination of the Albany Female Academy, where it appears as a Composition of the first department — A.]

THE DESERTED HOUSE.

BY MISS ELLA STONE, OF CUBA, N. Y.

The old house stands on the brow of the hill,
Like a grim old sentinel — stands there still —
Neglected and lone ; for 't is said, nevermore
Pass young or old through its open door.
Below runs the river with musical chime,
Behind moans a forest of mournful pine,
Around smiles a landscape, as garden gay,
Afar lift their heads old mountains gray.
It is battered and blackened by wind and rain,
It can boast neither shutter nor window-pane ;
The wind rushes through with a mournful tone,
And with gray old moss are the stones o'ergrown ;
But majestic elms through the summer fair
Hang over it still with a tender care,
And their withered branches are round it thrown
When their summer honors, alas ! have flown.
It can boast nor turret nor ivied tower,
No dungeon dark and no ladies' bower ;
No minstrel's songs through its halls have rung,
No warrior there hath his trophies hung ;
Yet hath this lonely old house, for me,
A charm through its silence and mystery.
Strange tales are told by the rustic maid,
Of ghosts that flit through the elm-trees' shade ;
And at midnight hour, when the moon looks down
With her pale, cold rays, on the distant town,
'T is said that a form, as an angel's fair,
With a sweet, sad face, and with raven hair,
Sits down at a casement where moonbeams play,
And anxiously watches an hour away,
As if she were waiting in breathless fear,
Sad tidings from one that she loved to hear ;
And quiet she sits through the long, long hour,
(To move bath the gazer nor wish, nor power,)
Till, her vigil past, with a mournful sigh,
She hath vanished away, and the trav'ler nigh,
From the spell released may homeward hie.
There were those who loved this old house well,
Though a sad mishap bath their race befell.
They had honor, fortune, and worldly fame,
And happiness e'er at their bidding came ;
Gay children once played in those silent halls,
Bright firelights glanced on those mouldering walls,
Gay flowers once bloomed in those garden beds

Where unsightly weeds rear their haughty heads.
 But misfortune, sickness, and sorrow came ;
 Nor honor, nor fortune, nor worldly fame
 Such mighty conquerors' pride might tame.
 Death came in their midst with relentless hand,
 The fairest he culled of the household band ;
 Their riches like smoke-wreaths were swept away,
 And honor and fame were but for a day ;
 And over the place came a withering blight,
 Time hath not dispelled in his onward flight.
 Then scattered abroad were the household band,
 And the remnant sad sought a stranger's land.
 And sometimes 't is said that a pilgrim gray,
 Up the winding road takes his lonely way,
 And pauses not till the summit he gain,
 Where the lonely old house o'erlooks the plain.
 He enters the yard through the broken gate,
 While the raven croaks to his dusky mate,
 And the nodding elms all their branches wave,
 As if a mute welcome they kindly gave.
 Unheeding he passes these tokens by,
 Though tears gather fast in his speaking eye ;
 He utters no word, and he makes no moan,
 But with reverence kisses the threshold stone,
 Then wanders alone through each empty room,
 Where all is silence, and dampness, and gloom ;
 Through the shattered casement he gazes long
 On the river, winding its groves among ;
 He silently paces the vacant halls,
 Where his faltering footstep echoing falls ;
 Yet again he kisses the threshold stone,
 And weeps for the happiness long since flown,
 Then presses his hand to his temples gray,
 And mournfully turns from the scene away.
 Thus hath this lonely old house, for me,
 A charm from its tragical history.



EDITORIAL POSTSCRIPT.

Several articles in type for the present number, are postponed to give room for a complete report of the doings of the American Institute. We think that no one who reads the report will regret the change. Our next number will contain the usual variety, and will, we hope, appear punctually.—W. P. A.

ERRATUM.—Last No., page 372, tenth line from top, for "former" read "latter."